DOCUMENT RESUME

ED 035 095	24	EA 002 743

AUTHOR	Hoehn, Lilburn P., Ed.
TITLE	Leader Training Program.
INSTITUTION	Michigan-Ohio Regional Education Lab., Inc., Detroit.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-6-1465
PUB DATE	Jul 69
CONTRACT	OEC-3-7-061465-3071
NOTE	85p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$4.35
DESCRIPTORS	Bibliographies, Check Lists, Curriculum Design, Data Collection, Educational Strategies, *Inservice Education, Instructional Programs, *Leadership Training, Learning Characteristics, Participant Characteristics, Program Evaluation, Role Perception, Task Analysis, *Teacher Improvement, *Training Laboratories, Training Objectives
IDENTIFIERS	ESEA Title III

ABSTRACT

This document describes the Leader Training Program (LTP) component of the Teaching Behavior Improvement Program (TBIP). The LTP was funded under ESEA Title III and was designed to train school-based inservice leaders to implement the TBIP in their districts. The document suggests possible grouping of participants, materials, equipment, physical arrangements, and other logistics for conducting a leader training conference. A "Conference Planners Checklist" is included. The curriculum is described in terms of the leaders' roles in implementing the TBIP. An evaluation design is presented and the data-gathering modes used in the workshops are described. Results of the workshops are summarized. The appendices contain a detailed daily schedule of a workshop and some materials used in evaluating the workshop's progress. (DE)

EA

BR-6-1465
PA-24
OE/BR

ED035072

LEADER TRAINING PROGRAM

Lilburn P. Hoehn
Editor

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

MOREL
MICHIGAN-OHIO REGIONAL
EDUCATIONAL LABORATORY
3750 WOODWARD AVENUE ■ DETROIT, MICHIGAN 48201

EA 002 743

Published by the Michigan-Ohio Regional Educational Laboratory, a private, non-profit corporation supported in part as a regional educational laboratory by funds from the United States Office of Education, Department of Health, Education, & Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

July, 1969 6915-.5M

FOREWORD

For the past three years the Michigan-Ohio Regional Educational Laboratory (MOREL) has been engaged in educational development work with funds provided under the Elementary and Secondary Education Act of 1965. The major program of the Laboratory has been the Teaching Behavior Improvement Program (TBIP).

The first phase of our Teaching Behavior Improvement Program was the development of a strategy which is capable of producing self-improvement in teachers through the use of self-analysis and feedback about teaching performance. When the performance criteria for that first phase began to be met, MOREL moved into the second phase, namely, the training of outside leaders to carry out the program. The leader training program has undergone several trials and redesigns and the current design is presented in this manual.

Dr. Lilburn P. Hoehn, TBIP Program Director, and Mr. Norman McRae, Coordinator of Leader Training, gave direction to the development of the leader training component. The names of other staff members who participated in the development work can be found in the appendices to the MOREL Teaching Behavior Improvement Program, which is a companion document to this one. Also listed there are the 49 persons who were trained in the Michigan-Ohio region as leaders.

Were the Laboratory to continue its existence, further evaluation and redesign of this program would be done. A third phase of the program would be the education of leader trainers from colleges and elsewhere to carry out the program described in this document.

Even though we have not completed the full development of this leader training program, we feel that its power and effectiveness at this stage of development are sufficient to justify this publication. We believe that this description will be useful to persons engaged in inservice and preservice education.

Stuart C. Rankin
Executive Director

CONTENTS

FOREWORD. iii

I. OVERVIEW. 1

II. PLANNING FOR THE WORKSHOP 3

III. THE CURRICULUM. 15

IV. EVALUATION. 33

APPENDICES

A. Pre-Post Checklist. 42

B. MOREL Post Meeting Reaction Form. 43

C. Evaluation Questionnaire. 45

D. Interns' Daily Log. 47

E. Mediator of Research: Research Findings. 48

F. Mediator of Research: Sources of Data. 51

G. Workshop Daily Log. 55

Chapter I

OVERVIEW

Introduction

This document is a description of the Leader Training Program component (LTP) of the Teaching Behavior Improvement Program (TBIP). The Leader Training Program was designed to train school-based inservice leaders to implement the TBIP in their school districts.

The major effort of MOREL in teacher education has been to create a program focused on increasing teachers' ability to develop improved teaching strategies and procedures which, in turn would lead to improved and increased student learning. Further, the effort was directed to improving the teachers' ability to conduct his own improvement based on various types of feedback. Using a design-field test-evaluate-redesign cycle and the tools for implementing the strategy.

Having created such a program, the next step was to disseminate it. MOREL felt the only effective method of dissemination for this program was to train other educators to use the program. By training a small number of persons who themselves could become trainers (after implementing the TBIP in their setting), whose trainees could later become trainers, a spread of effect is underway.

Therefore MOREL began holding workshops late in 1968 for the purpose of training persons to use the TBIP. Forty-nine persons from Michigan and Ohio (one from Florida) have been trained in MOREL sponsored workshops. At least fifty percent of these persons have returned to their schools and implemented the TBIP. Two have been instrumental in planning a summer workshop, sponsored by a Title III project, in which twenty more persons will be trained.

Because the Leader Training Program was an outgrowth of the TBIP, the underlying rationale is basically the same and is not repeated in this document. The interested person will need to study carefully the Report on the Teaching Behavior Improvement Program. Before presenting information on the curriculum, organization and evaluation of a workshop, a note on the development of the Leader Training Program is given.

Development Strategy

The development of the Leader Training Program began during the summer of 1967 when MOREL was training its own staff to go into schools and develop the TBIP. Such training was both formal and informal, however, much was learned about the tasks an inservice leader must be able to perform in a program of this nature and the most productive ways to perform such tasks. In addition to actual work with teachers, MOREL staff learned a great deal about entry into schools, working with principals, and various other requirements for adequate implementation. As the TBIP began to materialize and additional staff were employed, training became more intensive. A ten-day formal training program was planned and implemented during the summer of 1968. Informal sharing and help sessions were conducted throughout the summer. Each staff member also had a "hands on" experience by leading a Field Action Unit for six weeks.

By the end of summer 1968, each staff member had had at least one (half of them two) field experiences in implementing the program. Dissemination strategies had been discussed for some time and a decision had been made that dissemination would be through training others to use the program. The exact design of the training program had to be developed. Drawing heavily on their experience and on teaching and learning theory, the staff actually began, in September 1968, designing a program for training non-MOREL educators to go into schools and implement the Teaching Behavior Improvement Program.

The Leader Training Program design was first tested in December, 1968, in a two week workshop with eleven persons from Michigan and Ohio. The first workshop was successful; however, the staff felt some changes should be made. Again using a design-trial-evaluate-redesign cycle, MOREL has conducted four successful workshops. The design and names of persons who could assist in conducting a leader training workshop are included in the Appendix of the TBIP Report.

In the remainder of this document, the essence of the program is presented. Chapter II, Planning for the Workshop, is an attempt to suggest grouping of participants, materials, equipment, physical arrangements and other logistics to which one must address himself when conducting a leader training conference. At the end of the chapter there is a "Conference Planners Checklist" which is designed to assist the conference planner in systematizing the many large and small details which help to make a successful conference.

In Chapter III the curriculum is described in terms of the roles for which leaders must be trained to perform in order to implement the Teaching Behavior Improvement Program. In Chapter IV the evaluation design is presented. The data gathering modes used in the Leader Training Workshops are described and the results of those workshops are summarized.

The Appendices contain a detailed daily schedule of a leader training workshop and some materials used in evaluating progress in a workshop. However, the bulk of necessary material is found in the Appendices of the Teaching Behavior Improvement Program Report.

Chapter II

PLANNING FOR THE WORKSHOP

Introduction

At least one month in advance of the Leader Training Program, the staff must give careful consideration to the impact that implementation procedures have on the achievement of conference objectives. Detailed advance planning will help insure a productive workshop. The primary purpose of this chapter is to suggest procedures and alternative approaches for planning the workshop.

Curriculum Design

The staff's first order of business is to determine the curriculum design. Since the curricula must be the major criteria for selecting from among alternatives in setting up conference arrangements, the staff's initial responsibility is to close on the content, materials and processes of the workshop.

The elements of a workshop program which seem to contribute to its success in achieving conference goals include:

a. a flexible schedule
b. continuity of learning experiences
c. activities which contribute to goals
d. co-ordination of activities
e. adequate time

The schedule should be sufficiently flexible to allow each participant a chance to work on the solution of concerns which are related to his participation in the workshop. The impact of a workshop can be improved if there is sufficient flexibility to permit a participant to spend more time on understanding and practicing techniques, skills and processes as he feels a need to do so. A flexible schedule will allow the training staff to change activities as a result of daily progress evaluations and feedback from participants. If major changes in the activities occur, attention must be focused on rebuilding the continuity of the program. The continuity of learning experiences has two dimensions:

1. The participant is aware of internal continuity of the workshop -- a clear relationship exists between workshop activities.

2. The participant is able to see the relevance to his professional goals and activities.

A good time to make program goals known is at the opening of the conference. These goals should be stated simply and clearly. Thus, a commitment is made that all workshop activities will contribute to the short and long term goals of the workshop.

The staff member who accepts the responsibility for coordination of activities will be busy throughout the workshop with the major issues and minor details which enable the curriculum design to be implemented. He may be involved in the teaching-learning functions in order to keep track of workshop progress and obtain feedback from participants but aloof to heavy involvement which may reduce his effectiveness in attending to the administrative problems of the workshop.

A design which calls for intensive activities and scheduling requires adequate consideration of time allotments for the accomplishment of each goal and objective. A good balance between comfortable progress through the program and intensive activities will contribute to the participant's view that the workshop time was well spent and activities were meaningful.

Selecting Participants

Educators selected for workshop participation can be chosen by their respective school districts based upon a set of criteria identified by MOREL. The following list may be used as the core criteria for selection:

1. Participants must have demonstrated leadership ability.
2. Participants will have indicated an openness and flexibility to change their own behavior if necessary.
3. Participants will have roles which enable them to implement the Teaching Behavior Improvement Program within their district (i.e., curriculum supervisors, assistant principals, central office personnel, etc.).

These criteria could be presented to the district superintendent who would be asked to use them in his selection of candidates. However, since our experience tells us that this process does not always result in the selection of participants who meet each criterion, the final screening might be done by the workshop staff if time and arrangements permit.

The question of how many workshop participants should be selected is partially answered by the availability of staff members and equipment. Much of the workshop activity is conducted in a small or seminar group setting. This seminar group functions best with a membership of no less than four and no greater than six participants.

Several aspects of the program require a non-threatening counseling role for the trainer. The leader functions in this role in order to maximize participant involvement and model the counseling behavior for use by the intern. The program design requires at least three instances when the leader critiques the participant. These activities are potentially a great threat; thus the leader will be careful not to display behavior which could result in defensive behavior and prevent learning on the part of the trainee.

In order for it to be a successful learning experience, the critique takes place in the warm, non-threatening relationship which is built between the group leader and his group members. These critiques are important and generally take one and two hours each. In a two-week workshop the group leader would find it impossible to critique each group member three times if the group were larger than six. If large groups are mandatory, the training staff might consider a re-design of the curriculum.

Several activities require extensive use of audio and video equipment. Thus, the amount of available equipment may also place a ceiling on the number of participants. If possible, one audio tape recorder should be available for each participant. Organizing participants into teams and groups may reduce this maximum level of utilization. Video tape recorders (VTR's) should be available at the rate of one for each member of the group. Therefore, if the workshop is divided into three groups of six participants the minimum number of available VTR sets should be six. Backup equipment for use in the case of regular equipment failure is advisable.

Group Organization

Individualizing the workshop experience for each participant is fundamental in the program design. Although, the micro-teach, critiques, clinics and other activities are built to accommodate individual differences, it is necessary for the workshop staff to have information about how the workshopper views his own strengths and weaknesses as they particularly relate to workshop goals and objectives. These individual differences must be taken into account when organizing the workshop into seminar groups.

The staff will find the time given to careful organization of group membership worthwhile. Some of the variables which might be considered when determining the structure of groups include:

a) teaching experience
b) educational background
c) professional rank, role and functions
d) experience with program tools
e) level of anxiety about workshop participation

Although a pre-conference check list (see Appendix) sent to participants can be helpful in determining the structure of groups, the leadership may find a field interview of greatest help in dividing the participants into groups. It must be emphasized that the seminar group is a critical factor in the curriculum design. In addition to the non-threatening leader-participant relationship, which can best be built in a small group setting, mutual support among participants can be an important outcome of the group. Such mutual support is an excellent means for reducing the threat inherent in the intensive and involving laboratory activities of the conference.

Advance Materials

A letter of welcome sent to each participant can set forth the what, when, where and how of the workshop. Accompanying the letter of welcome, or in a subsequent communication, can be sent the pre-conference check list, the personal information data form, and selected readings. The candidate may have many questions related to his participation. These questions can be handled by written communication, but field interviews will provide information to both the participant and the staff member which may not be possible through written communications. Selected readings might include all or part of the texts used in the workshop (see appendix). A minimum recommended pre-conference reading list should include material on Interaction Analysis and behavioral objectives.

Physical Arrangements

An important part of the conference preparation is the planning and provision for physical arrangements. These needed arrangements include meeting rooms, meal functions, field training requirements, special materials and equipment. Cramped meeting rooms, bad food service, malfunctioning equipment, or even missing chalk can detract from an otherwise valuable workshop experience. A detailed examination of the program design will enable the staff to determine the arrangements required to implement every workshop session.

Meeting Rooms

Each seminar group will need its own meeting room, but at least one room must be large enough to comfortably accommodate the entire workshop. Although these room requirements can be met by most motels, colleges and conference centers, the conference planners should work out the detailed requirements and chart needed rooms by day and hour prior to the selection of a site.

It is imperative that an on-site inspection of the meeting rooms be made. Rooms can be inspected to determine their appropriateness for the functions planned. If possible, get a floor plan for the rooms suggested for the conference. Plan how each room is to be used during the conference and determine the setup required for tables and chairs. Ample electrical outlets for each room are essential. Since several small group meetings will be taking place at the same time, schedule such meetings in nearby rooms. Long walking distances between meeting rooms may work against running a smoothly functioning conference.

A considerable financial investment in equipment is required to run a leader training conference. Therefore, a room of ample size, close proximity and maximum security should be available at least one day prior to the beginning and throughout the conference.

The management of the conference facility will welcome a list of required facilities. In return, the conference planner can expect confirmation in writing of room reservations which specifies dates, time, and cost.

Meal Functions

The conference site should be chosen with consideration of proximity, service, cost and quality of the food. Although conference participants cannot be thought of as an army traveling on its stomach, satisfaction with the meal allows attention during the following meetings to be focused on content of the session and not on a growling stomach; and the cross-training and mutual support which takes place over soup and dessert can be significant.

If the eating facility at the conference site provides a varied menu with a range of prices, it is advisable that the participant pay for his own meals. By providing the participant with a stipend at the conclusion of the conference, the self-pay procedure can be followed even if the participant expects his meals to be included in the conference registration.

Field Training

Application of the workshop design calls for a laboratory approach to learning. During the second part of the workshop, each participant interacts with a classroom teacher in order to give vitality and relevance to the theoretical instruction and skill building of the workshop's initial segment. The intern helps a classroom teacher apply the improvement strategy during the second week of the workshop. This interaction provides the intern with both an operational knowledge of techniques and skills, and a knowledge of how and why the strategy and its techniques work. These experiences in synthesizing his knowledge and skills help the participant to make independent judgments about the proper use and adoption of the program to his local setting. It enables him to be innovative.

In order to implement the field training design, the workshop staff will have to provide: (1) the space, equipment and students required to hold micro-teach clinics; and (2) a classroom teacher open to examining his teaching behavior as he is taken through the analysis and improvement strategy by the workshop participant.

1. Participating Teachers

Once the staff knows the number participating at the workshop, arrangements can be made with neighboring schools to provide one teacher for each intern. Although it is ill advised to have an intern work with teachers from his own building during the workshop, it can be beneficial to pair such teachers with other interns. Following the workshop the intern may return to this school or district which has a group of teachers familiar with and possibly committed to continuing FAU participation.

It is essential that the administrator of each field school and his superior be made aware of the program goals and procedures before closing on a field training school. In some cases the best entry is made through the superintendent. The superintendent's enthusiasm for a program often spreads to other administrators. However, the school principal is the critical administrator in supplying required teachers and facilities. The principal will be asked to supply names of teachers who might be willing to participate, students required for micro-teaching, provide secure storage for equipment, and meeting rooms for after school hours. The program planner(s) must consider and comply with negotiated and other agreements between the district's teachers and administration when involving a school's staff in the training process.

2. Micro-teach

The first field experience of the conference is a scaled down teaching encounter with five to six students for 5 to 10 minutes. This micro-teach and subsequent re-teach is video taped. The tape is then viewed and the leader critiques the participant's teaching behavior. Emphasis is given to the relationship of the teacher's behavior to the teacher's stated goals for the micro-teach. Since the training design calls for at least two micro-teaches, the arrangements required for the first micro-teach merits careful consideration. During the second micro-teach, the participant performs the role of inservice leader. The basic micro-teaching process follows a teach, critique, preparation, re-teach, critique pattern. A typical schedule for a single teacher or intern follows:

Time	Activity	Student Group*
10:00	Teach	Group A
10:15	Critique	
10:45	Preparation	
11:00	Re-teach	Group B
11:15	Critique	

To help insure a trouble-free micro-teach, the video tape recorder should be set up prior to the session in ample time to allow a test of the equipment. If it is not possible to schedule the first micro-teach session during the school day by using students from study halls and classes, participants can micro-teach after school in groups of two with a set of video-tape equipment and one staff member for each team. The number of teams which can be used will be limited by available rooms, VTR equipment and staff critiquers.

Micro-teach teams may use the following schedule:

	Room I	Room II
3:00 p.m.	Teacher A: Student Group one Micro-Teach	
3:15 p.m.	Critique	

---

*It should be noted that different students are used in the re-teach.

	Room I	Room II
3:30 p.m.	Critique	
3:45 p.m.	Teacher B: Student group one Micro-teach	Teacher A: Preparation for re-teach
4:00 p.m.	Critique	Teacher A: Preparation for re-teach
4:15 p.m.	Critique	" "
4:30 p.m.	Teacher A: Student group two Re-teach	Teacher B: Preparation for re-teach
4:45 p.m.	Critique	" "
5:00 p.m.	Critique	" "
5:15 p.m.	Teacher B: Student group two Re-teach	
5:30 p.m.	Critique	
5:45 p.m.	Critique	

The Improvement Strategy

As previously explained, the participant learns to apply the skills and knowledge required to implement the improvement strategy by helping a classroom teacher examine his teaching behavior for improvement.

The division of the field training activities with the categories of data collection, data analysis and feedback, and micro-teaching will facilitate the identification of arrangements required for the participant to implement the improvement strategy.

1. Collect and Order Data.

This phase of the strategy requires an opportunity for the interns to code and audio-tape classroom interaction, talk to the classroom teacher about objectives, naturalistically observe a classroom lesson, and gather student feedback.

The basic strategy for completing these activities is:

> Interns are paired in teams with as many pairs as there are participating classroom teachers. Data collection is made during two classroom sessions. Two interns attend the same class session. One intern functions as coder; the second

intern naturalistically observing and talking with the teacher and collecting student feedback functions as inservice leader. During the next class, in a different teacher's classroom, the interns switch roles and functions. The coder becomes the leader and the leader of the previous session becomes the coder. After the collection of data, the interns prepare the data for feedback to the teacher on the following day.

Materials and equipment required by the interns for data collection include:

a. audio-tape recorder for each team
b. two audio tapes for each team
c. student feedback instruments for each student
d. Interaction Analysis code sheets
e. Interaction Analysis matrix and forms
f. video-recorder (optional -- used if available).

2. Analyze and Interpret Data.

An important part of the field experience is the interaction of the leader-in-training and the teacher which takes place at the time of data interpretation or feedback. In many cases, feedback conferences which might take up to two hours to complete, will require the teacher to work after regular school hours. During this session, the leader-in-training helps the teacher understand the data that was collected. The teacher may be shown how to read a matrix, and interpret the feedback from students in his classroom. The teacher should be encouraged to select some aspect of his teaching behavior to be practiced for improvement in a micro-teach. Most school districts have binding agreements which require payment to teachers for their after-school time. The workshop staff should carefully maintain a record of the personal time each teacher spends in the program. Payment at the hourly rate agreed to by the teachers prior to participation or the rate established in existing agreements between the teacher organizations and school board should be paid promptly at the end of the workshop.

3. Micro-teach.

The intern acting as inservice leader assists the teacher in practicing the behavior which was identified during the feedback session.

Each leader-in-training will require a complete video tape recorder setup. (TBIP Appendix for description and cost range.) If there has not been ample opportunity for the intern to learn how to "set up" and operate VTR equipment, a technician must be made available for each set of VTR equipment. The same schools and basic arrangements made for the intern's micro-teach which occurs during the first week of the conference can be used for the participating teacher's micro-teach.

V.I.P. Luncheon

A major problem confronting the workshop participant will be re-entry to his school or school district and the application of the TBIP to his local setting. We have found the holding of luncheon meetings for district administrators during the conference to be an effective means for providing the program background necessary for adequate administrative support. The administrator, whether he be superintendent or principal, exerts considerable influence on the ease of participant re-entry and program implementation.

A suggested agenda for such a luncheon meeting might include:

1. A presentation of the development history of the program.

2. A detailed discussion of the improvement strategy in which the participants are becoming skilled.

3. A careful look at the workshop program design together with an examination of the specific activities in which workshop participants had been engaged.

4. Identification of the psychological, personal and physical support necessary for a successful implementation of the program.

5. Cost and materials.

Ample opportunity for the guests to ask questions and react to the presentations should be scheduled prior to the lunch. During the lunch, staff members can provide additional opportunities for discussion by seating themselves with attending administrators.

Conference Report

The leader training conference design calls for an intensive two weeks of activities. Each day is filled with new experiences and learning. The trainee is often physically and mentally fatigued at the day's end and generally will not make extensive notes about the day's happenings.

The conference staff can help the trainee to assimilate and synthesize the activities of two intensive weeks by publishing a detailed report. If the report is in anecodotal style with a detailed description of each activity, the intern should be able to personally relate to the descriptions. The conference report will provide the participant's superior with a clearer understanding of the workshop experience. This understanding may lead to added support for the program's implementation.

Typical contents of a conference report might include:

a) Contents
b) Preface
c) Foreword
d) Conference Objectives
e) Conference Participants
f) Conference Log
g) Conference sessions (described anecodotally)
h) Conference Materials

Conference Planner's Checklist

A Leader Training Conference requires attention to many small details and major planning items. This checklist was prepared to assist conference planners in considering the large and small items which contribute to holding a successful conference. The responsibility for carrying out the planning and implementing tasks should be clearly assigned.

Attendance

___ Determine size of workshop
___ Establish criterion for selection of participants
___ Who will cover workshop costs?
___ Workshop announcement distribution
___ Send letter of acceptance to participants
___ Send Pre-conference Checklist
___ Send Personal Information Data Form
___ Organize participants into groups
___ Send advance materials

Housing Accommodations

___ Rooms required by type:
single ___
double ___
twin ___
___ Confirmation of dates and room reservations
___ Pattern of arrival
___ Reserve rooms for staff
___ Determine method of payment for housing

Meeting Rooms

___ Schedule of dates and times for required rooms
___ Check size and arrangement of rooms
___ Check security of the room and equipment storage
___ Confirm room reservations and cost

Meal Functions

a. Daily meal requirements require consideration of the following:

___ Location
___ Quality of service
___ Cost
___ Quality of food

b. The administrators' (V.I.P.) luncheon

___ Site selection
___ Letter of invitation
___ Confirmation list
___ Menu selection
___ Cost of meal and service
___ Seating arrangements
___ Preparation of agenda and materials
___ Arrangement for required speakers

Field Training

___ Identification of appropriate field schools
___ Involvement of school administration
___ Arrange for micro-teach students
___ Identification of participating teachers
___ Arrange for payment to teachers and students
___ Check security of equipment storage room

Equipment & Materials

___ Video tape equipment
___ Audio tape recorders
___ Video tape
___ Audio tape
___ Overhead projector
___ Screen
___ Chalkboard
___ Chalk & erasers
___ Office supplies
___ Movie projector
___ Reel-type tape audio recorder

Chapter III

THE CURRICULUM

Introduction

The Leader Training Program was developed to train educational leaders to implement the Teaching Behavior Improvement Program (TBIP). To train leaders it was necessary to look at the roles and functions of a person acting as a leader in implementing the TBIP. Four roles were seen as necessary for success as the leader in the program.

These roles were:

1. Analyst/Counselor
2. Teacher
3. Mediator of Research
4. Program Administrator

In order to facilitate these roles, an outline of functions was necessary. Next, plans or strategies were needed to place the roles and function into a meaningful program. And, finally, skills, knowledge and attitudes had to be taught.

Analysis and Improvement Strategies

In the TBIP the strategies of analyzing teaching behavior and the planning for and carrying out of an improvement program were seen to have two important functions in the Leader Training Program: (1) The trainee plans and carries out an improvement in some part of his or her teaching behavior; (2) the trainee analyzes the teaching behavior of a teacher and plans with the teacher to practice alternative behaviors, then supports the teacher as he or she works through the strategy.

The trainee is not only learning about how to analyze and plan for improvement of teaching behaviors, he is also practicing his new roles and functions as he learns new techniques, skills, and attitudes.

Trainees' Needs

The trainee may have some soul-searching to do as he works into this program. His assumptions about how teaching is analyzed, how teachers change, how teachers are helped to change and the relationship of a leader helping a teacher, may be upset.

Analyzing teaching behavior by coding has been used for over twenty years, yet it is not well known or accepted. Use of student feedback has long been known to be of value, yet it too is not well used or accepted. Other forms of analyzing small parts of teaching behavior rather than the complete teaching act have been pointed out in educational research, yet most forms of analysis are made involving the complete teaching act. The idea of writing objectives in behavioral terms for small parts of teaching behavior is relatively new and may be looked upon as unnecessary.

Assumptions about how change takes place and how to help teachers change will have to be thoroughly investigated by each trainee. Change cannot take place without some frustrations and anguish. How can the leader handle this? Does he set the teacher and himself at ease by not dealing with it? Or, can he help the teacher look at alternative behaviors and help him plan for some ways to practice other teaching behaviors? In the design of this program the trainee must look at his behavior with a critic (change agent) at least four times.

These critiques take place after the trainee has:

1. Completed the micro-teach cycle;
2. Given feedback to a teacher;
3. Criticized a micro-teach cycle;
4. Audio taped his presentation of the TBIP.

Through these criticisms the trainee must not only look at his behavior but also must be helped to see how he can help others through their frustrations as they look at their behavior. This, then, becomes one of the more important elements in looking at change in this program. How did I feel? Was it of help to me? Can I help and support others?

As the trainee looks at his role as a leader in helping teachers he must look at his assumptions about evaluation, about supervision, and about relationships of helper and helpee.

The central objects of concern in planning this program were:

1. How can teaching facilitate learning?
2. What activities facilitate learning?
3. What kind of an organizational structure is needed for the teaching of the activities?

Some assumptions were made about learning and teaching. First, we felt that the trainee would learn and integrate that learning by practicing in a situation as nearly as possible like the actual situation in which he would be working. Second, that the process in which he is taught be an exemplary case of the teaching method which is suggested for him to use. Third, as new techniques, knowledges and attitudes are taught they must be seen in their relationship to the overall program.

How Can Teaching Facilitate Learning?

In order to develop a curriculum for the Leader Training Program the planners depended upon research in the field of learning. In such research as Rosenthal and Jacobsen's we found that the expectations of a teacher influences the performance of students. Could this be used in a training program for adults? What were our expectations for the trainee? Would some fail and others succeed because of our expectations? Could we individualize the program enough to take care of individual differences? Could the leaders stay sufficiently "open" and supportive to see that each person succeeded?

What was to be the "emotional climate" of the workshop? We knew that many of the activities and techniques would be new and somewhat threatening to the trainess. As we looked at other research it became clear that our second assumption about a positive emotional climate as opposed to a negative climate was extremely important.

Another element of learning which has been pointed out by Skinner and others is that learning is more likely to occur if feedback is immediate. The planners of this program built in feedback in several ways. As described previously, trainees had feedback from a leader after the trainee performed in the field. Also, trainees gave each other feedback as they were learning new techniques. Trainees received feedback from those observed.

What Activities Facilitate Learning?

The choice of activities becomes clearer when we draw upon research findings such as: (1) Active participation by the trainee in the techniques he is attempting to develop is preferred to theoretical discussion; (2) Individuals will enter a preparation program with varying backgrounds and experiences and each individual demands a somewhat individualized program; and (3) The trainee should be provided with a real problems, needs and concerns, and with a real laboratory in which solutions can be sought, knowledge gained and techniques developed.

What Type Organizational Structure Was Needed for the Teaching of Activities?

The following assumptions were made after the study of research of teaching and learning and after the elements of the program had been decided upon.

1. Feedback was needed for each member about his performance in major or integrated elements of the program. This feedback was to be done on an individual basis by a leader.

2. When learning was done in small groups, members would be encouraged to assist one another and be encouraged to give feedback to one another.

3. When the activity involved work in the schools, two trainees would work together for support and feedback.

4. When a new element of the program was introduced, the general presentation would be done with all trainees in a large group.

5. Each training group would be divided into smaller groups of four to six members with a permanently appointed leader. These smaller groups would be used for individualizing the program for members as well as to give support to the trainees and cohesiveness to the program.

6. After a cluster of techniques had been introduced and studied the trainees would be placed in an actual situation, such as a school, for practice and evaluation.

7. Leaders would continuously use written feedback, as well as their own evaluations, for needed change in the program.

In the remainder of this chapter the curriculum design for the leader training workshop is described from the viewpoints of establishing goals, roles the leader is trained to fulfill, workshop objectives and the instructional activities.

The Curriculum Design

The curriculum design of the Leader Training Program is job oriented. It was developed systematically in terms of the end product--an individual who would be able to implement the MOREL Teaching Behavior Improvement Program (TBIP) upon completion of a short training program. The curriculum in this kind of a program must include all of the information and practice necessary to prepare the trainee to implement the TBIP as an inservice education leader. In this chapter the development process followed and the results of that process are detailed. It is important to look at both to have an understanding of the Leader Training Program and especially important if the program is to be replicated.

Program development for a performance-oriented curriculum can be described as a two-phase process: (1) the establishment of goals based upon the job that the trainee will be called upon to perform when the influence of the training program comes to an end and, (2) the development of an instructional strategy to facilitate the trainees' mastery of required skills to a specified level of proficiency.

Each of the phases will be described in this chapter by detailing the steps required for the completion of each phase. The description includes:

1. the importance of the step,
2. how the step is accomplished, and
3. the MOREL product that resulted from the step.

Phase I

Establishment of Goals

The establishment of goals begins with the job rather then with content. The first step, then, is to describe the job that the trainee will have to perform when he completes the training program. The second step is to describe the job in terms of the tasks that are performed. The task analysis provides the data from which behavioral objectives are drawn in the third step.

Job Description

If we are to train people to perform a particular job, we must have a realistic description of what the job actually entails. It should be short and should highlight (1) the major tasks that are performed, (2) the conditions under which they are performed, and (3) the requirements for performing the necessary tasks.

The most productive way of preparing a job description is to record the actions of an individual who is performing the job. There are several school districts in Michigan and Ohio that are implementing the TBIP. (A list of these schools and the individuals operating as in-service leaders appears in the Appendix of the TBIP Report under Resource Persons). It should be noted that although all of the schools listed are implementing basically the same program, there are some differences in the role of the inservice leader. In some cases the inservice leader is a full time person and in others he is part time. In some instances the inservice leader is an administrator and in others he is a teacher, supervisor, curriculm coordinator, department head, etc.

Another way to prepare a job description is to develop one from the data provided in the report on the TBIP and this report. Utilizing this method the district can tailor the job to its own requirements and available personnel.

A second alternative is to use the job description developed by the MOREL staff which is the model used in planning for Leader Training Program workshops. The model is sufficiently general to apply to a number of implementation strategies. (See the report on the TBIP for a discussion of the strategy that MOREL found to be particularly effective). The job description developed by the MOREL staff is the product of a synthesis of experiences of the staff in operating the TBIP with teachers in a variety of setttings. After each staff member had operated the program, the task became one of describing the jobs that they performed. The result of that process follows:

> The inservice leader works directly with four to six teachers in a school. These teachers form a Field Action Unit (FAU). The leader works with the teachers individually and in groups. He helps them gather data about their classroom behavior, analyze the data, and modify their teaching behavior whenever the data indicates such a need to the teacher.
>
> At times the inservice leader gathers the data and helps the teacher analyze it. If the teacher identifies aspects of his teaching behavior that are not as effective as he would like, the inservice leader helps him develop an improvement strategy. In addition to being an analyst of behavior, the inservice leader is a teacher; he teaches the teachers how to use the various tools, techniques, processes, and strategies employed in the MOREL program. The leader also facilitates and encourages the teachers to take the responsibility for analysis and improvement of their own behavior.
>
> The inservice leader has to be able to work well with teachers. He has to develop a climate that is conducive to the analysis and improvement of teaching behavior. He has to be able to recognize and deal with teacher anxieties. He has to be able to work well with the administration while treating the data gathered about a teacher as privileged information. He must be able to administer the program and keep the necessary records.

Task Analysis

There are three steps in the process of developing a task analysis. The first step is to identify the roles assumed by the inservice leader. Next, the major functions of the inservice leader in each of the roles must be identified. Finally, the specific tasks that are performed in order to fulfill each of the functions are delineated. Such a process is time consuming, but the benefits of the completed task analysis make it more than worthwhile.

In addition to bringing into focus all of the tasks that the trainee will have to perform on the job, the process of developing a task analysis is an excellent way of training the workshop staff. In this manner each staff member will know what the trainee must be able to do at the end of the workshop, have an understanding of how the tasks are inter-related, and be able to focus his attention toward the tasks.

Although the roles, functions, and tasks overlap in actual implementation of the Teaching Behavior Improvement Program, we found that for the purposes of analysis and description it was possible to separate them.

Roles

-Analyst/Counselor
-Teacher
-Mediator of Research
-Program Administrator

Functions

I. Analyst/Counselor role

A. To use the analysis procedures and process incorporated in the TBIP.

B. To assist teachers to look into their teaching behavior and to recognize the consequences of that behavior.

II. Teacher role

A. To explain the analysis procedures and processes used in the TBIP.

B. To teach the skills necessary for the analysis and improvement strategy.

III. Mediator of Research role

To assist teachers in bridging the gap between the findings of research and the classroom setting.

IV. Program Administrator role

A. To develop a climate within the school for acceptance of the Teaching Behavior Improvement Program.

B. To motivate teachers to make a commitment.

C. To make the logistic arrangements necessary to properly support the program.

Tasks

I. Analyst/Counselor role

A. To use the analysis procedures and process incorporated in the TBIP.

1. Gather base line data on the teaching behavior of each teacher in the field action unit.

2. Analyze base line data and prepare a diagnostic profile of each teacher.

3. Develop a plan for continuous classroom evaluation.

4. Modify evaluation instruments to apply specifically to the classroom situation to be evaluated.

5. Design evaluation instruments to be used with teachers and/or students.

6. Use self-designed instruments in the analysis of a teacher's classroom behavior.

7. Use instruments to measure how well his objectives have been met.

8. Gather and analyze data on effectiveness of guided group interaction.

9. Gather and analyze feedback to measure effectiveness and impact of Field Action Unit meetings.

10. Modify his own behavior when feedback indicates that his behavior is not as effective as it should be.

11. Collect and analyze data about the school setting to find the factors that affect the effectiveness of an inservice program.

12. Collect and analyze data about the community to find out if there are influences that might help or hinder an inservice program.

B. To assist teachers to look into their teaching behavior and to recognize the consequences of that behavior.

1. Counsel with teacher to provide interpretation, advice, and recommendations concerning aspects of teaching behavior.

2. Encourage teachers to collect feedback about their teaching behavior.

3. Help teachers plan a strategy to modify their behavior.
4. Help teachers to identify the aspects of their behavior that should be modified.
5. Shift the responsibility for initiation and use of the improvement strategy from the inservice leader to the teacher.
6. Help the teacher identify the consequences of his teaching behavior.
7. Help the teacher internalize the feeling that he does exercise control over what goes on in the learning situation.
8. Guide group interaction of teachers to identify and hypothesize about common problems.
9. Guide group interaction to provide feedback to an individual about his teaching behavior.
10. Guide group interaction to provide support to teachers who are looking into their behavior and making an effort to modify it.

II. Teacher Role

A. To explain the analysis procedures and processes used in the MOREL program.

1. Describe the rationale behind the MOREL program.
2. Introduce the analysis procedures and processes that are used in the Teaching Behavior Improvement Program.
3. Provide a resource collection on the findings of researchers pertaining to the importance of the "technical skills of teaching" included in the program.
4. Demonstrate each of the diagnostic tools in the analysis and improvement strategies.
5. Provide opportunities for the teachers to see how diagnostic tools can be combined to provide a better analysis of teaching behavior than can be obtained from a single source of information.
6. Guide group interaction to examine the importance of feedback and how it can be used in the classroom.

7. Demonstrate the modifications that can be made of existing instruments and techniques.

8. Demonstrate how new instruments can be developed as the need arises.

B. To teach the skills necessary for the analysis and improvement strategy.

1. Explain the strategies for analysis and improvement of teaching behavior by describing the steps in each strategy and identifying the instruments and techniques that are essential for effective use of the strategies.

2. Provide the teachers with the opportunity to determine skills that they will have to acquire in order to use the chosen strategy.

3. Devise a strategy or lesson plan to help the teacher acquire the skills (coding, matrix interpretation, goal statements, use of video and audio tapes, etc.) needed for use of the improvement strategy of the TBIP.

4. Establish goals in behavioral terms for each of the skills to be acquired by the teachers he is working with so that progress can be determined.

5. Teach the skills that are required for use of the analysis and improvement strategies.

6. Provide an opportunity for the teacher to practice the skills as he is acquiring them.

7. Provide opportunities for the teacher to tie the skills together and use the improvement strategy with support from the leader and/or other teacher participants in the program.

8. Assist the teacher in sharpening his skill in the use of the strategy so that it becomes an even more effective tool.

9. Help the teacher evaluate his performance in accomplishing his goals.

10. Encourage teachers to continue the use of strategies for self analysis and improvement.

11. Provide opportunities for the teachers to develop their own strategies for analysis and improvement.

III. Mediator of Research Role

A. To assist teachers in bridging the gap between the findings of research and the classroom setting.

        1. Provide the teachers with the results of research on each of the components of the TBIP.
        2. Provide the teachers with research findings that demonstrate that a teacher's behavior is a vital factor that affects student's learning.
        3. Provide teachers with research that highlights the importance of a teacher's attitudes on the learning climate of the class as evidenced by student progress.
        4. Help the teachers translate relevant research findings to the classroom situation.
        5. Locate resources for the teachers that are pertinent to the problems of teaching they are concerned with.
        6. Provide opportunities for teachers to research areas of interest.
        7. Provide opportunities for teachers to share their experiences with each other.

IV. Program Administrator Role

A. To develop a climate within the school for acceptance of the Teaching Behavior Improvement Program.

    1. Establish rapport with the school administration.
    2. Explain the inservice program (its rationale, goals, procedures and requirements) to the administration.
    3. Explain the inservice program to the total staff of the building.
    4. Establish and maintain channels of communication to keep the school personnel informed of the activities going on in the program.
    5. Participate in the school as a member of the faculty.

B. To motivate teachers to make a commitment.

    1. Identify teachers in the building who might be interested in a program of analysis and improvement of their teaching behavior.
    2. Explain the program to teachers.
    3. Answer questions about the program that are raised by teachers.

4. Discuss goals, benefits, and problems that a participant might encounter in the program.

5. Explain the function and roles of the inservice leader as he relates to teachers, school administrators, and the district.

6. Identify possible intrinsic and extrinsic benefits of the program.

7. Relate the program activities to the needs of the teachers in the program.

8. Provide opportunities for the teachers to experience a payoff from the program.

9. Use other teachers in the Field Action Unit to provide support and encouragement.

10. Utilize the principles of the program in all dealings with teachers.

C. To make the logistic arrangements necessary to properly support the the program.

1. Make suitable time and space arrangements for conducting activities.

2. Make arrangements for human and material resources needed for the operation of program activities.

3. Arrange for substitutes when necessary.

4. See to it that equipment is utilized effectively.

5. Coordinate analysis and improvement activities and procedures.

6. Supervise and schedule activities of para-professionals used in the program. (For example, a coder is a useful para-professional that can save much of the time of the inservice leader).

7. Document the inservice program as conducted.

8. Keep the records necessary for an ongoing program of inservice education.

9. Followup on the activities of teachers who participated in the program.

10. Set up an office in the school(s) where an inservice program is being implemented.

Objectives for the Workshop

The completed task analysis provides the basis for establishing objectives. While the task analysis outlines all of the tasks performed by an inservice leader, objectives are focused on those aspects of behavior for which training is required.

The first step in defining objectives is an analysis of the target population. The skills, attitudes, and knowledge already possessed by the trainees can be eliminated from initial consideration. The second step is to eliminate the skills and knowledge that cannot be practically taught in a short training conference. Included in this category are skills that are too unrealistic to expect to teach in a short period, skills that are acquired naturally during implementation, and knowledge that will vary because of the different settings in which the trainees will be working upon completion of the program. The third step is to determine the level of proficiency required of the trainee in each of the objectives. There is a difference between the level of performance exhibited by an experienced inservice leader and the level required for entry.

In writing objectives it is important to consider how the trainee acts as well as what he does. For example, if it is important that the inservice leader be supportive in his manner when he provides feedback to a teacher about the teacher's behavior, then it should be stated as an objective. Otherwise, it is possible that this important element of successful implementation of the Teaching Behavior Improvement Program could be overlooked. In the case of an objective like the previous example, it is often difficult to determine if the trainee has met the objective. The best criterion in such a situation is the judgment of an experienced instructor who is familiar with the program.

It is possible that many tasks in the analysis require the use of many behavioral objectives. The inservice leader will need to write objectives for each identified task. However, as an example of how behavioral objectives are derived from the task analysis an example is presented here. In the teaching role--to meet the responsibility of using the analysis procedures and processes incorporated in the MOREL program--the first task is to gather base line data about the teaching behavior of each teacher in the field action unit.

Once the types of base line data have been identified performance levels for the trainees can be established. The data includes Interaction Analysis, use of behavioral objectives, naturalistic observation, student feedback, video tape and audio tape recordings. Behavioral objectives established are:

> The trainee will be able to code at 80% accuracy using Flanders' ten-category system as measured against two other coders coding the same incident from a tape with a bell signal.
>
> The trainee will be able to identify the following components of a properly written behavioral objective: conditions, performance, and criteria at 80% accuracy.
>
> The trainee will be able to describe at 80% reliability with other observers a video tape recording of a classroom situation in terms of the improvement and analysis strategy of the TBIP.
>
> The trainee will be able to administer the Western Michigan University student feedback form designed by Bryan and to plot the data gathered with 100% accuracy.

The trainee will demonstrate his ability to use accurately at least one form of student feedback in addition to the WMU form by administering it in a classroom and plotting the information with no errors.

The trainee will make audio and video recordings of a classroom situation of such quality that they can be used to meet objectives that the trainee states prior to the session. Objectives will include a description of what data is being gathered and why. It will also detail how the data will be analyzed.

It is important that we remember that objectives are only a blueprint for the direction of the training program. They are not to be considered final. They must be modified as the need arises. New objectives are added to teach tasks that were not considered necessary prior to the conference.

Phase II
Instructional Program

Once the end product has been defined in terms of behavioral objectives, we can begin to plan for an instructional program to help the trainees meet the objectives at the required level of proficiency. The task becomes one of combining objectives and developing meaningful activities that facilitate reaching the objectives. It is important that we do not lose sight of the person being trained while planning a program of experiences for him to meet specified levels of performance. It is possible to train a person who is able to use all of the tools and techniques of the TBIP and still not be able to function effectively as an inservice leader. Two precautions should be taken by those planning the curriculum:

1. Planners must avoid the tendency to think of things as being something different and existing apart from what they are used to accomplishing. It is easy to think of program components such as coding, student feedback, and icro-teaching as quite apart from each other and from the system of which they are a part. If the trainee is to implement the system he should know how the system operates and how each of the components of the system are interrelated.

2. Planners must avoid thinking in terms of the individual skills that the trainee must have at the expense of looking at the broader goal of the training program. It doesn't matter if the trainee has all of the mechanical skills if he doesn't know what the program is and how it is implemented.

The process and results of the MOREL efforts to develop a curriculum for Leader Training Workshops are discussed in this section. The section includes:

1. Blueprint for the Program.
2. Plan for trainee progress through the training program.
3. Sequencing of instructional activities.
4. Instructional Plan.

Blueprint of the Program

The blueprint of the program is the overall design of the training program. It is the general framework within which all of the learning experiences interact to form an instructional system. The goal of the system is to prepare teachers and administrators to use the Teaching Behavior Improvement Program in their schools.

The design begins with the goal. Once it is known what the individual educator who is going to implement the TBIP requires, training him to meet those needs can begin. The process was one of deciding what requirements must be met before the program could be operated. Four requirements were isolated:

1. What is the program to be implemented?
2. What must be done in order for the program to operate effectively?
3. What are the tasks and the skills needed to perform the tasks?
4. How is the program initiated and maintained?

These four requirements became the basis for the leader training curriculum design which has the following elements:

1. An overview of the Teaching Behavior Improvement Program and the strategies used to help teachers look at and improve their teaching.

2. An analysis of the function, roles, and tasks performed by the in-service leader.

3. Training sessions where the trainees learn the skills required for implementation of the program.

4. Activities where the trainee has an opportunity to apply the skills he has learned in a setting that simulates the situation he will be in after completion of the training program.

5. Assistance in planning for implementation of the TBIP in the trainee's school.

Sequencing of Instructional Activities

Special attention must be given to sequencing even though it has been dealt with indirectly in the previous discussion of program blueprinting and trainee progress through the curriculum.

Dr. Robert Mager[1] lists six guides to effective sequencing of instructional material. These guides were taken into account in the leader training curriculum design.

1. From general to specific. Since trainees are more comfortable moving from an overview of the program to the specifics, it is important that they have a clear picture of the TBIP and their role in implementing it before we try to teach them the specific skills.

---

[1] Robert F. Mager and Kenneth M. Beach, Jr. Developing Vocational Instruction. Palo Alto: Fearon Publishers.

2. Interest sequencing. It is advisable to begin with the interests of the trainees. Since all of the trainees were sent by their school districts to receive training so that they could return and implement TBIP, it is natural to begin with the job that they are being trained for and to answer their questions about the program.

3. Logical sequencing. Mager correctly points out that there are not as many instances of needing to teach one thing before another as teachers often believe. However, if the trainee is to gather data on a teacher in the classroom using IA coding, student feedback, and video tape, he has to learn how to use the data-gathering techniques before he can apply them. Consequently, the first week of the program is devoted to learning about the program and acquiring the skills that are needed to implement the program. The second week consists of application sessions using the skills.

4. Skill sequencing. According to Mager, "If a man has to leave a course before finishing it, it is better to send him away with the ability to do a complete, if lesser, job than to send him away able only to talk about a job." Although there are no sub-levels of inservice leaders, the program tries to provide the trainee with skills that can be used in a variety of situations. For example, if the trainee leaves after the first week of the program, he knows why the various components are in the TBIP, he knows how to use some of the skills, and he can gather data about his own, or someone else's teaching.

5. Frequency sequencing. Mager suggests that the skills that a person needs to use most frequently on the job should be taught first so that if time runs out, the trainee will have the most necessary skills to begin operating with. We have taken this into account in our sequencing. For example, data gathering techniques and skills are started on the second day of the conference and the knowledge and skills required for mediating research are not started until the end of the second week.

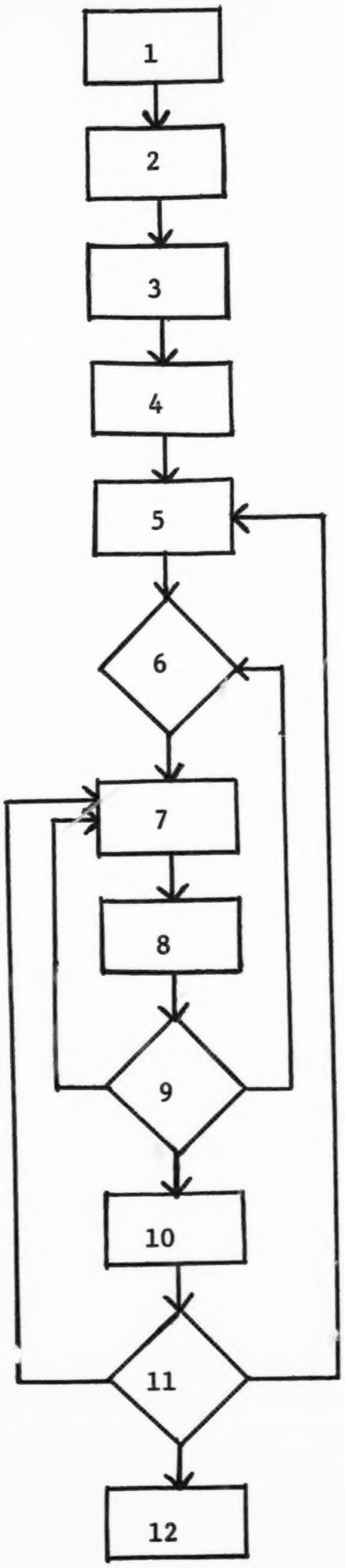
   There is another factor operating in the example cited besides frequency of use. The other factor is amount of time needed to train a person to perform particular tasks. Those tasks that require large amounts of practice time, like coding, should be begun early so that the trainee has time to practice.

6, Total Job Practice. We feel that it is important that the trainee gets sufficient practice in using the skills he has learned in a situation as much as possible like the one he will have at his own school in implementing the program.

The sequencing of activities used in four leader training workshops was basically the same as the one developed prior to field testing the program and follows the general pattern just described. Refinements were made in the activities themselves, but only minor changes or additions were made. The following chart shows the instructional sequence followed in the Leader Training Workshops.

Workshop Instructional Sequence

1. The trainee gets an overview of the Leader Training Workshop.
2. The trainee gets an overview of the Teaching Behavior Improvement Program that he will be implementing. The strategy is explained and the trainee builds a model of the program.
3. The role and functions of the inservice leader are discussed. Tasks performed in order to fulfill the functions are identified.
4. Skills and knowledge required for the performance of the tasks are identified.
5. The trainee compares the skills that he has with the skills he will need to implement the program.
6. A cluster of skills is identified that need to be acquired. Performance objectives that identify the criterion test which must be met are established.
7. The trainee works on the acquisition of the skills.
8. Performance level is measured in terms of the criterion test for the particular objective.
9. If the trainee meets the criterion test for the objective, he either goes on to the next activity or he begins work on another objective in the cluster of identified skills. If the trainee does not meet the test, he continues work on the skill until he can meet the objective.
10. The trainee applies multiple skills in an activity that is as close to what he will do on the job as possible.
11. If the trainee needs work on a skill previously practiced, he practices more. If a new skill deficiency is found, a new objective is prepared. If the trainee is successful, he goes on to the next step.
12. The trainee formulates a plan for implementing the inservice program in his setting.



Instructional Plan

Once sequencing has been established, the conference planners need to plan for the specific activities and experiences that will facilitate the trainee's progress toward meeting the objectives of the program. As an example of the manner in which the specific activities were placed in the instructional sequence, a log from one of the leader training workshops is reproduced in the Appendix of this Report.

Summary

Using the design described in this chapter, the Michigan-Ohio Regional Educational Laboratory conducted four Leader Training Workshops. Forty-nine persons have been trained to implement MOREL's Teaching Behavior Improvement Program. Those wishing to implement the TBIP in their own situation and who desire resource persons can consult the Appendix of the TBIP Report. The names of the training staff who planned and conducted the workshops and the names of workshop participants are listed.

Chapter IV

EVALUATION

Introduction

The purpose of the Leader Training Workshop has been to train non-MOREL educators to use the Teaching Behavior Improvement Program in their school districts. The purpose of the evaluation of the workshops was to determine if at the end of the workshops the trainees were able to use the process and techniques effectively. Certainly the real payoff comes later--in the trainees' ability to effectively implement the TBIP in his own school system. The documentation of such payoff, however, requires a rigorous follow up of those trained to determine if they are implementing the program and if such implementation is resulting in changed teaching behavior on the part of the program participants. Even though some follow-up has been conducted for the purpose of assisting trainees in getting started, the rigorous follow-up needed has not been conducted becuase of limitation of time and numbers of staff. Therefore, this chapter describes the data needed for retention rather than transfer.

The evalution of the TBIP by MOREL indicates that the program is powerful in effecting changes in the teaching behavior of those who participate. The next step is to determine if when the TBIP is implemented by a person trained by MOREL, as opposed to a MOREL staff member, the program retains its power in changing teaching behavior. A summative design is needed and would have been developed if circumstances had permitted.

Because the Leader Training Program was in the early stages, the emphasis in evaluation of the workshops has been on formative evaluation. The suggestions presented in this chapter are based on expert observation, feelings of the participants and the achievement of performance criteria rather than on rigorous statistical analyses. The idea has been to gather evalutive data which would improve decision making.

Evaluation data were collected with two major purposes. The first purpose was to make judgments concerning the value of the activities in achieving workshop goals. The second purpose was to make decisions about the appropriateness of the mode of operation, planning, scheduling, process and procedures for future workshops. The following methods were used for data collection during the Leader Training Workshops and results are presented in the remainder of this chapter.

1. Pre-post checklist--a checklist to determine trainee's degree of experience with techniques used in the training program at the beginning and end of the Workshop. A copy of the instrument is in Appendix A.

2. Post meeting reactions--a rating form to determine the value of sessions to trainee. The data from these are broken into three categories - interest, relevance, involvement. A copy of the instrument appears in Appendix B.

3. Written, post-conference evaluation--Each trainee responded to a number of questions about the Workshop. These data were content analyzed. A copy of the questionnaire appears in Appendix C.

4. Oral workshop evaluation--Staff recorded comments made by trainees during the workshop.

5. Staff observations--Observational data by staff members relating to trainee's ability to use such techniques as student feedback, naturalistic and video data, behavioral objectives, micro-teaching, and giving feedback.

6. Trainees' skill in using training techniques--Analysis of the trainee's ability to use the various techniques.

7. Follow up data--During the follow up visits of staff additional data were gathered in relation to trainee's ability to implement and their progress in implementing the program.

Overall Observation

Evaluation Data supports the opinions of the workshop staff that each of the workshop objectives were successfully met. The workshop participants learned to apply the Teaching Behavior Improvement Program process. In addition, workshop participants attained a high level of proficiency in using the skills and techniques necessary to the functions and roles of the inservice leader. The follow up data and post-workshop checklist give evidence that most workshop participants acquired sufficient confidence in their ability to apply the techniques and processes necessary to establish a TBIP. Each subsequent workshop was designed using formative evaluation from the former.

Staff Observations

The general purpose of the workshops was to train educators to conduct the Teaching Behavior Improvement Program within their districts. The workshop leaders believed that this could best be accomplished by:

1. helping the interns understand the design of the MOREL Teaching Behavior Improvement Program;

2. helping the interns learn each of the components;

3. helping the interns understand the role of an inservice leader;

4. giving the interns an opportunity to practice the skills learned in the conference.

The consensus of the staff based on their observations and the remarks of the interns was that the goals were accomplished. Trainee behavior observed by the staff indicated a high level of involvement and participation in the training activities. It was noted that many trainees worked beyond regular workshop hours to practice and improve their knowledge and skills. Some trainees initiated and operated independent clinics, several met together on non-workshop days, and all read suggested readings in preparation for subsequent workshop sessions. Representative trainee comments about the program include:

> Now I have a way to help that teacher instead of firing her.
> This is the first workshop I have attended that made any sense.
> Now I have a way of looking at a teacher's performance objectively.
> Begin the sessions on time.
> I doubt that video-taping is essential to micro-teaching.
> I wish I had known how to do this five years ago.
> There is some slack time in the schedule that could be tightened up.
> I feel confident as a result of this experience.
> I should be able to help teachers much more effectively now.
> I have changed my idea of an inservice leader during this workshop.
> We explored the role and function of a leader through actual experience.
> I'm not only confident--I'm anxious to begin.

Staff Recommendations for Leader Training Workshops.

The staff recommended the following changes, deletions and suggestions for future workshops:

1. Membership of 4 to 6 is adequate for seminar groups.

2. Consider reducing the workshop time spent on discussing assigned reading material.

3. The basic organization for training should be the seminar group.

4. A follow up data collection activity after the teachers' micro-teach is advisable.

5. Give emphasis on how the design components fit together in the systemness of the TBIP.

6. The interns' daily log can be incorporated as an effective evaluation device.

7. Give ample consideration to the organization of seminar group membership.

8. Provide organized clinic sessions.

9. Continue the V.I.P. luncheon meeting.

10. Schedule synthesizing activities such as the "mini-conference", near the end of the conference.

11. Try to involve trainees more in large group sessions.

12. Continue to build in time for meeting individual needs of trainees.

13. Continue to cross-train all staff members in all aspects of the program.

Pre-Workshop/Post-Workshop Checklist

Prior to the workshops a checklist was devised to determine trainees competence on various skills and in areas of knowledge identified as part of the Leader Training Program. Each trainee indicated the level of his competence twice--before and at the end of the workshop.

A study of the data reveals significant changes for the trainees in gaining knowledge and skills about the functions they were being trained to perform. By separating the items into those most concerned with knowledge (1, 11, 12, 13, 14) and skills (2, 3, 4, 5, 6, 7, 8, 9) (see Appendix A) analysis indicates the greatest changes occurred in the items related to overt skills rather than knowledge or information. In the case of item 7 pre-ratings were too high to show much change at the end of the workshop. For items 2, 3, 4, 7, 9, 10, the major structure for learning was the small group and individual sessions rather than large group settings. These data seem to suggest that individual and small group sessions were more effective, however, these items are nearly identical to those identified as skills. Therefore, it is not possible to determine whether the change was due to skills being taught, the learning setting, or some combination of those.

Post-Meeting Reactions

Following many of the workshop sessions, trainees were asked to complete a post-meeting reaction form (a copy can be found in the Appendix). Such data were used for in-process evaluation and planning for the next workshop. The form was designed to gather data in three categories: (1) involvement, (2) interest, (3) relevance. Analyses of the post-meeting reaction forms from two workshops suggest the following comments:

1. Involvement and interest were generally quite closely related.

2. Relevance and interest were generally quite closely related.

3. Involvement and relevance were related but not as closely as in the above two cases.

Involvement, relevance and interest seem to be closely related. When one was high, the other two were also high; and when one was low, the other two were low. Even though the differences between the three comparisons were not great, relevance seemed to be the most important factor to the participants and interest second. It is interesting to note that even though involvement was important, it was not rated high in sessions which were not also rated high on interest and/or relevance. This could be significant in view of the possibility that participants could have rated involvement high in the absence of a high rating for interest or relevance. Relevance and interest would seem to be rated higher when experiences were individual and personal which were characteristics built into the workshops. It seems that workshop planners should design relevant and interesting experiences which involve the trainees whenever possible.

Trainees' Final Written Evaluation

According to written evaluations from two workshops. The trainees were well satisfied with the training, seemed confident in their ability to implement and planned to implement all or part of the TBIP upon their return. The greatest problems anticipated were not in their own skill to implement but in problems related to administration, time, money and equipment.

Generally the trainees were satisfied with the length of the workshop. Those who were a bit dissatisfied indicated a concern for a longer workshop rather than a shorter one (the first workshop was 10 days--the second 12, however, the first was a live-in, thus more evening sessions). Those who suggested a longer workshop felt they could use additional time for more work with the technical skills of teaching, IA matrix interpretation and planning entry into their schools with the program.

When questioned about the effectiveness of the trainers, the conferrees stated that they preferred small group sessions to large group sessions. Small group sessions created an atmosphere of openness which allowed for the building of self-confidence and skill acquisition.

The following comments from trainees reinforced the positive acceptance of the workshop.

> Leaders practiced what they preached.
> One of the best workshops I've ever had.
> Leaders are very supportive collectively and individually. Thank you for this wonderful experience.
> Some of the self-renewal has already taken effect.

Evaluation of Trainees Skill in Using Techniques

Each trainee was expected to gain proficiency in the use of the feedback and improvement analysis techniques necessary to implement the Teaching Behavior Improvement Program. Those techniques were:

1. Interaction Analysis
2. student feedback
3. naturalistic observation
4. behavioral objectives
5. audio and video taping
6. micro-teaching

Trainees were exposed to theoretical considerations and generalized use of each technique through a large and/or seminar group setting. The use of the technique became more explicit in relation to MOREL's program in the seminar group setting. Practice exercises were conducted for those techniques for which practice was appropriate in the seminar groups. More importantly, however, each trainee had an opportunity to use each technique in a laboratory setting. Most techniques were practiced in a live classroom. Through arrangements with local schools each trainee gathered data via interaction analysis, student feedback, video taping and naturalistic observation on one teacher. The data were analyzed and a profile of that particular segment of teaching behavior was built. The trainee then held a feedback session with the teacher and helped the teacher plan and conduct a micro-teach designed to assist the teacher in solving a problem identified in the feedback session. The trainee then conducted a critique of the micro-teach session in relation to the behavioral goal the teacher had for the session. Following that procedure, a MOREL staff member critiqued the trainee on his critique of the teacher.

During the following week the trainee returned to the teacher's classroom to collect data on change in teaching behavior. The trainee prepared and presented the data to the teacher. Many trainees asked the teacher to evaluate the trainee's effectiveness in implementing the goal of the TBIP. The results of instructional activities and practical experience in using the techniques are summarized below:

Interaction Analysis

Approximately ten hours in each workshop were spent in Interaction Analysis coding and matrix interpretation training. At the end of this time trainees coded two criterion tapes. Analysis of these sessions showed all trainees coding at least at 70% accuracy. The range was from 70% to 99%. The ability to interpret matrices was checked in two ways. The first was interpreting criterion matrices in small groups. Second, each trainee interpreted at least two matrices, which he had compiled, to a teacher. The accuracy of the matrix and interpretation was checked by a trained person. All trainees met the standards in compiling and interpreting matrices.

Student Feedback

The purposes of training in the use of student feedback were to emphasize the importance of student opinions as feedback, to familiarize trainees with instruments and provide an opportunity for trainees to give student feedback to teachers. No standardized criterion was used to determine trainees' evaluation of or ability to use student feedback. However, each was able to analyze data from a student feedback instrument and to utilize such data in building a profile of a particular segment of teaching.

Naturalistic Observation

As stated earlier trainees gathered naturalistic data on a teacher while a video recording was being made. By comparing the two data sources, it was possible for trainees to isolate their problems and increase their astuteness in observing. The judgment of the training staff was that the majority of trainees were able to conduct meaningful observations and incorporate such data in studying and analyzing teaching behavior.

Behavioral Objectives

In any improvement program it is imperative that one evaluate in relation to a specific goal he is striving to reach. Training sessions on writing behavioral objectives were conducted and criterion tests were developed to measure success. Following training, each trainee was able to write a behavioral objective when given a general goal statement. When trainees conducted a micro-teach and when they assisted a teacher in conducting a micro-teach, the goal was stated in terms of the observable behavior of the teacher. Again trainees were able to apply training to a practical situation and were positive about the use of behavioral objectives in evaluating outcomes.

Micro-Teaching

Following large and small group discussions of micro-teaching, each participant planned and conducted a micro-teach. The purpose of such exercises was to assist the trainee in isolating the critical factors in a micro-teach experience. A larger purpose of the micro-teach exercises was to help the trainee learn to give feedback to a teacher in such a way that the data were accepted and utilized. No standardized criteria were used to measure the success of critiqueing a micro-teach with the exception of the expert judgment of the training staff. The training staff felt at least 23 of the 28 trainees were able to critique successfully a micro-teach by the end of the workshop.

Follow-Up

Part of the overall plan of the workshops was to provide follow-up assistance to the trainees to assist them in implementing the TBIP. The following comments relate to the follow-up.

First Workshop

Six weeks after the workshop was completed nine of the eleven participants had been visited. The results were:

1. three trainees were working with groups of teachers;

2. six trainees had made arrangements with schools and had definite plans to implement the program during the following month.

During our follow-up visits each participant was asked what problems he was experiencing or anticipating in implementing the program. These problems were discussed during the follow-up visit. The following is a list of the most common problems encountered or anticipated:

1. Trainees' perception of their own ability to implement the program. This was expressed by three persons, however, following discussions and a second follow-up in person or by phone, this problem was far less intense.

2. Handling the problem of time for teachers to become involved.

3. Handling the monetary problems such as payment to teachers for after school time, cost of materials, etc. There was an attempt to handle this and the previous problem by having discussions with administrators.

Since trainees' successful implementation of the program was the major criterion of value, the above problems were addressed during the second workshop. Specifically three new activities were added to the design. These were:

1. The mini-conference: The mini-conference provides each trainee an opportunity to explain the process of the program to a group of teachers or college students. This activity helps trainees gain confidence in communication of the program.

2. Administrative involvement: An administrator from each school district represented attends a luncheon meeting sponsored by MOREL. The purposes of the meeting are to inform the administrators about the program and to indicate to them the ways they can support implementation in their district. Such an approach assists in better and quicker implementation.

3. Dual involvement: For the second workshop there was an attempt to secure two participants from some school districts in order to determine the value of mutual support in solving implementation problems.

Second Workshop

Included in the workshop design was the provision for follow-up assistance to the trainees in their own setting. This assistance was viewed as coming from two sources: mutual support from other workshop participants, and follow-up support from MOREL staff members. The process for the selection of workshop candidates included two criteria which the staff believed would assist in the mutual support efforts of workshop graduates.

1. All workshop participants must work in the same (Detroit) metropolitan area.

2. Two participants would be selected from the same school district.

The first criterion was satisfied. All workshop participants were selected from the same metropolitan region. The second criterion was not met. Based on the premise that Detroit regions should be considered as separate districts because of a degree of autonomy in their operation, the seventeen participants represented fourteen different districts. Two participants were received from the same district in only three of the fourteen cases.

Nine weeks after the conference:

1. Seven participants were working with Field Action Units, or instructing administrators in the use of the MOREL TBIP.

2. Four participants were making detailed plans for the implementation of the TBIP at the begining of the next school year.

3. Two participants were using the techniques and strategy of the TBIP with individual teachers.

4. Five participants, while expressing a desire to implement the TBIP, have stated that their present assignments do not give them an opportunity to implement the program.

Summary

From all indicators--staff observations, analysis of skill development activities, trainees written and oral statements, follow-up visits--the Leader Training Workshops were successful ventures. Those who are interested in training educators to use the TBIP will want to go beyond the nature of MOREL's evaluation into more sophisticated evaluation designs especially regarding the follow-up activities.

Appendix A

PRE-POST CHECKLIST

1. Use of Feedback Systems	1 2 3 4 5
2. Coding with Flanders I.A. (Interaction Analysis)	1 2 3 4 5
3. Subscripting Coding Systems	1 2 3 4 5
4. Building an IA Matrix	1 2 3 4 5
5. Interpreting an IA Matrix (Interaction Analysis)	1 2 3 4 5
6. Gathering Student Feedback	1 2 3 4 5
7. Building Behavioral Objectives	1 2 3 4 5
8. Video-Tape Equipment	1 2 3 4 5
9. Conducting Micro-Teach	1 2 3 4 5
10. Critique of Micro-Teach	1 2 3 4 5
11. Knowledge of Research on Teacher Effectiveness	1 2 3 4 5
12. Knowledge of Dwight Allen's Technical Skills of Teaching	1 2 3 4 5
13. Simulation or Role Playing for Practice	1 2 3 4 5
14. Knowledge of Non-Verbal Communication	1 2 3 4 5

Appendix B

MOREL POST MEETING REACTION FORM

PLEASE MARK IN SPACES

DATE____________________

NAME____________________

1. I had_____chance to really be a part of today's activities.

No Some Excellent
/ / / / / / / / --What happened
1 / / / / 5 / / / / 9 --What I expected

2. What we did today was of_____ interest to me.

No Some Much
/ / / / / / / / --What happened
1 5 9 --What I expected

3. What we worked on today was of _____help in improving my role as leader.

No Some Great
/ / / / / / / / --What happened
1 / / / / 5 / / / / 9 --What I expected

4. What we did today was ________________________.

Dull OK Very Exciting
/ / / / / / / / --What happened
1 / / / / 5 / / / / 9 --What I expected

5. My participation in today's session was_______________.

/ / / / / / / / --What happened
1 / / / / 5 / / / / 9 --What I expected

6. The MOREL worker handled the meeting____________________.

Very Poorly — With Clarity, Understanding

/ / / / / / / / —What happened

1 / / / / 5 / / / / 9 —What I expected

7. We (members of the FAU) understood what we were supposed to do today.

Very Poorly — Very Clearly

/ / / / / / / / —What happened

1 5 9 —What I expected

8. Of our FAU group __________ were really involved in the meeting today.

0 — All

/ / / / / / / / —What happened

1 / / / / 5 / / / / 9 —What I expected

9. What we worked on today was __________________ to my goals as a leader.

Unrelated — Somewhat — Very Good

/ / / / / / / / —What happened

1 / / / / 5 / / / / 9 —What I expected

10. I felt __________________ about today's session.

Badly — Very Good

/ / / / / / / / —What happened

1 / / / / 5 / / / / 9 —What I expected

Appendix C

EVALUATION QUESTIONNAIRE

We need to have honest and frank answers to the questions posed below in order to determine how to disseminate what we have learned about inservice education for teachers.

1. What aspects of the MOREL TBIP can be implemented with probable success in your school district?

2. What problems do you anticipate in using what you have learned?

3. If you were planning the next MOREL Leader Training Program, what activities would you:

   a. Spend more time on?

   b. Spend less time on?

   c. Add to the program?

4. As you see it now, what should be the nature of the MOREL staff contact with you as a follow-up to this Leader Training? Indicate:

   a. Purpose of Contact.

   b, Frequency of Contact.

   c. Location of Contact.

5. Leaders of the Conference were most effective when.....

6. Leaders of the Conference were least effective when.....

7. Please comment on:

   a. The length of the Conference.

   b. The schedule of the Conference.

   c. The location of the Conference.

8. General comments (please be both general and specific.)

GPO 813-527-7

Appendix D

INTERNS' DAILY LOG

Name ______________________________ Date _________________________

1. Describe what the session(s) was about today. (Describe it as if you were telling a friend what happened.)

2. Describe your role in today's session(s).

3. What was personally most meaningful to you about his session(s)?

   If this session was meaningful to you why do you think this was so?

4. If anything happened that aroused strong feelings in you (pleasant or unpleasant), briefly describe it.

(use reverse side for additional comments)

Appendix E

MEDIATOR OF RESEARCH

RESEARCH FINDINGS

Introduction

One of the functions in educational development work is the translation of research findings into practical programs for practitioners. Whether one starts with the user's problem or whether one begins with the results of research, a knowledge of related research is helpful. On the following pages is a listing of research findings which are related to teaching behavior and to the Teaching Behavior Improvement Program. Persons using the Leader Training Program can make effective use of these findings in teaching the mediator of research role. It is suggested that users write six or seven teaching behavior simulated situations to which some of the findings apply and have trainees discuss various application of the research to teaching behavior. These statements are drawn from a number of sources.

Research Summary Statements

1. Teacher behavior patterns are stable over time.
2. The behavior of a teacher influences the emotional climate of the classroom. Different teachers produce a different climate with the same children.
3. The expectations of a teacher influences the performance of students.
4. The emotional climate in a classroom relates to the pupil-teacher rapport.
5. Change in behavior is more likely if a person perceives a difference between what he is accomplishing and what he thinks he is accomplishing.
6. When educators look at actual instructional operations, they find them quite different than what they thought them to be.
7. Studies of the relationships between teacher characteristics and pupil growth have produced meager results.
8. Five characteristics which seem to be components of effective teaching are: (1) warmth; (2) cognitive organization; (3) orderliness; (4) indirectness; (5) problem solving ability.
9. Only a slight positive correlation exists between scholarship and effective teaching.
10. Interactive aspects of teaching are more useful (for study) than, for example, teachers' use of printed materials, filmstrip projectors, etc.
11. Attempts to build a theory of teaching from statistical descriptions of what happens have failed to prescribe what should be happening.
12. Much of the activity in secondary classrooms is verbal.
13. The most direct method of studying teaching is by collecting observational data.

14. Much research has verified the reliability of observational systems.
15. Persons can be trained easily to reliably use observational techniques.
16. Category systems, which classify all behaviors, seem more useful than sign systems, which classify segments or aspects of behavior.
17. Observational data is more useful if observer and teacher both understand the purposes of the data collection and agree to the use of the data.
18. Research on teaching effectiveness can be improved if there is agreement on the outcomes of the educational effort.
19. The resemblance between a classroom without an observer and one with an observer is closer than the laboratory situation and the real life classroom.
20. Self assessment ratings tend to be biased toward overrating.
21. Peer ratings are based on marginal evidence.
22. Supervisoty or administrative ratings do not correlate with those of others.
23. Simulated conditions or role playing provides an opportunity to experiment with the realitites of teaching in a non-threatening situation.
24. The percent of teacher statements that make use of ideas and opinion previously expressed by pupils is directly related to average class scores on attitude scales of teacher attractiveness, liking the class as well as average achievement adjusted for initial ability.
25. More effective teachers make more use of student ideas than less effective teachers.
26. Teachers use of student ideas created less student dependence on teachers.
27. Responsive teachers have more positive attitudes among pupils and higher levels of student thinking.
28. Students exposed to teachers who make more use of their ideas and opinions not only had more positive attitudes, but were also more likely to ask thought provoking questions during class discussion.
29. Significant positive correlations existed between use of praise and pupil interest in science.
30. The level of thinking of students is related to the level of thinking of the teacher.
31. Less effective teachers are more alike and less flexible and probably easier to identify then effective teachers.
32. Teachers who recieve such training on how to analyze verbal classroom behavior seem to make more changes in their teaching than those who do not receive such training.
33. Interaction analysis training helps to increase the use of indirect teaching.
34. Through focusing on classroom experimental behavior, teachers can learn to become more indirect.
35. Indirect teaching helped teachers to foster a greater sense of independence, a more equal balance between attitudes toward teaching and ideas about teaching.
36. Teacher impact on student thinking depends on such things as questions asked, data given to pupils, what the teacher seeks from students, what ideas are elaborated and which ideas are passed over.
37. A slight increase in percentage of divergent questions asked by teachers brought about a large increase in divergent production of pupils.

38. Learning was greatest, in a junior high study, where teachers were more indirect but who were flexible in that they were able to use direct teaching appropriately.
39. Certain teacher behaviors - lecturing, criticizing - were found to be associated with loss of achievement.
40. Teachers who learned techniques for analyzing their teaching behavior has a positive change in attitudes as measured by the Minnesota Teacher Attitude Inventory.
41. Intense behavioral training with frequent and immediate feedback in combination with attention to instructional theory have produced statistical significant results in a constructive manner on subsequent teaching behavior.
42. Learning is more likely to occur if feedback is immediate.
43. Micro-teaching calls for realistic setting of goals.
44. The micro-teaching framework provides opportunity to consider individual differences.
45. Active participation by the trainee in the skill he is attempting to develop is preferred.
46. Transfer is more likely if learner sees the transfer relationship for himself.
47. Teachers who practice behaviors related to controlling student participation change their behavior greatly.
48. By sensitizing teachers to their habitual patterns of reinforcement, they can broaden their reinforcement patterns.
49. An abstract and/or artificial training situation or requirement relates to teacher change in the classroom.
50. Skill training through micro-teaching persists over time.
51. Teaching behavior is habitual to the extent that behavior in a micro-teach is related to behavior in a full classroom.
52. Teachers who received monthly feedback from students move closer to ideal teacher than those who received no student feedback.
53. Pupil ratings seem to be favorable and consistent.
54. Students, even at the elementary level can give reliable information about how their teacher teaches.
55. Student feedback alone may not be enough to change behavior - direct skill training following feedback may be needed for change.
56. Students need some sort of rating scale on which to place their teachers rather an open ended response.
57. Student feedback may isolate the need for skill development and create the necessary dissonance for training to take place.
58. Informational feedback from students is effective in changing teaching behavior.
59. Student feedback is more effective in changing teaching behavior than supervisory feedback.

Appendix F

MEDIATOR OF RESEARCH

SOURCES OF DATA

The following is a short bibliography of research on improving teaching effectiveness. This listing is not intended to be exhaustive, but is to familiarize the reader with the names and works of some of the researchers in teaching behavior. For the reader who desires as much data as possible in one source, The Handbook of Research on Teaching edited by N.L. Gage, is strongly recommended.

Sources of Data

Allen, D.W. and Gross, R.E. "Micro-Teaching - A New Beginning for Beginners." NEA Journal 55 (December, 1965), 25-26.

Amidon, E. "Interaction Analysis and its Application to Student Teaching". Theoretical Basis for Professional Laboratory Experiences in Teacher Education. (Forty-Fourth Yearbook of The Association of Student Teaching). Dubuque, Iowa: William C. Brown. 1965, pp.71-92.

Amidon, E. and Hunter, Elizabeth. Improving Teaching: The Analysis of Classroom Verbal Interaction. New York: Holt, Rinehart & Winston, 1966.

U.S. Dept. of Health, Education and Welfare, U.S. Office of Education. The Language of the Classroom: Meanings Communicated in High School Teaching. by A.A. Bellack and J. Davitz. Institute of Psychological Research New York: Columbia University, 1963.

Bush, Robert N. and Allen, Dwight, W. "Micro-Teaching Controlled Practice in the Training of Teachers." School of Education, Stanford Univeristy, (Mimeographed).

Cogan, Morris 1. "Theory and Design of a Study of Teacher - Controlled Interaction." Harvard Education Review 26 (4) (Fall, 1956), pp. 315-42.

Flanders, Ned A. "Interaction Models of Critical Teaching Behavior." Interaction Analysis: Theory, Research, and Application. Amidon & Hough, editors. Palo Alto: Addison - Wesley Publishing Company.

Flanders, Ned A. and Amidon, Edmund. *The Role of the Teacher in the Classroom.* Minneapolis: Paul S. Amidon and Associates, Inc., 1963.

U.S. Office of Education. Cooperative Research Project No. 397. *Teacher Influence, Pupil Attitudes, and Achievements.* by Ned A. Flanders. Minneapolis: University of Minnesota (Mimeographed).

Gage, N.L. *Handbook of Research on Teaching.* Chicago: Rand McNally and Company, 1963.

Gage, N.L., Runkel, P.J. and Chatterjee, B.B. *Equilibrium Theory and Behavior Change: An Experiment in Feedback from Pupils to Teachers.* Urbana: Bureau of Educational Research, University of Illinois, 1960.

Gallagher, J.J. and Aschner, Mary Jane. "A Preliminary Report: Analysis of Classroom Interaction." *Merrill-Palmer Quarterly of Behavior and Development*, 1963, 9, pp. 184-194.

Harris, Ben. *Supervisory Behavior in Education.* New York: Prentice-Hall, Inc., 1963.

Honigman, F. *Multidimensional Analysis of Classroom Interaction.* (MACI), Villanova, Pa: The Villanova Press.

Howsam, R. B. *New Designs for Research in Teacher Competence.* Burlingame, Calif. California Teachers Association. 1960.

Hughes, Marie. *Development of the Means for the Assessment of the Quality of Teaching in Elementary Schools.* Salt Lake City: University of Utah Press, 1959.

Kounin, J.S., Friesin, W.V. and Norton, A. Evangeline. "Managing Emotionally Disturbed Children in Regular Classrooms." *Journal of Educational Psychology.* 1966, 57, pp. 1-13.

La Shier, W.W. "The Use of Interaction Analysis in BSCS Laboratory Block Classrooms." Paper presented at the National Science Teachers Association, New York: 1966.

Board of Higher Education, City of New York, Div. of Teacher Education, Office of Research and Evaluation. Studies of Teacher Behavior: Refinement of Two Techniques for Assessing Teachers' Classroom Behaviors. by D.M. Medley and H.E. Mitzel. 1955: (Research Series No. 28).

Medley, D.M. and Klein, Alix A. "Measuring Classroom Behavior with a Pupil-Reaction Inventory." *Elementary School Journal* 1957, 57, pp. 315-319.

Medley, D.M. and Mitzel, H.E. "Application of Analysis of Variance to the Estimation of the Reliability of Observations of Teachers' Classroom Behavior." *Journal Exp. Education*. 1958, 27, pp.23-24.

Medley, D.M. and Mitzel, H.E. "A Technique for Measuring Classroom Behavior. *Journal of Educational Psychology*. 1958, 49, pp. 86-92.

Medley, D.M. and Mitzel, H.E. "Some Behavioral Correlates of Teacher Effectiveness." *Journal of Educational Psychology*, 1959, 50, pp. 239-246.

Miller, G.L. *An Investigation of Teaching Behavior and Pupil Thinking*, Provo: University of Utah, 1964.

Mitzel, H.E. "Teacher Effectiveness." *Encyclopedia of Educational Research*. edited by C.W. Harris. (3rd Edition) New York: Macmillan, 1960. pp. 1481-1486.

Mitzel, H.E. and Gross, Cecily F. "The Development of Pupil-Growth Criteria In Studies of Teacher Effectiveness." *Educ. Research Bulletin*. 1958, 37, pp. 178-187, 205-275.

Mitzel, H.E. and Rabinowitz, W. "Assessing, Social-Emotional Climate in the Classroom by Withall's Technique. *Psychological Monograph*. 1953, 67, No. 18 (Whole No. 368).

Morrison, H.C. *The Practice of Teaching in the Secondary School*. Chicago: University of Chicago Press, 1926.

U.S. Dept. of Health, Education and Welfare. Cooperative Research Project No. 2780, Office of Education. *Teacher Pupil Interaction in Elementary Urban Schools*. by Virginia B. Morrison. Detroit: Wayne State University, 1965.

Perkins, H.V. "Classroom Behavior and Underachievement." *American Educational Research Journal*, 1965, 2, pp. 1-12.

Perkins, H.V. "A Procedure for Assessing the Classroom Behavior of Students and Teachers." *American Educational Research Journal*, 1964, I. pp. 249-260.

Rabinowitz, W. and Rosenbaum, I., "A Failure in the Prediction of Pupil-Teacher Rapport." *Journal of Educational Psychology*. 1958

Ryans, D.C. *Characteristics of Teachers*. Washington, D.C.: American Council on Education, 1960.

U.S. Office of Education. *A Study of the Logic of Teaching: A Report on the First Phase of a Five-Year Research Project*. by B.O. Smith. Washington, D.C.: 1959. (Mimeographed).

Soar, R.S. *An Integrative Approach to Classroom Learning*. Philadelphia: Temple University, 1966.

Taba, Hilda and Elzey, F.F. "Teaching Strategies and Thought Processes." *Teachers College Record*. 1964, 65, pp. 524-534.

U.S. Office of Education. Cooperative Research Project, No. 1262, *Problem Solving Proficiency Among Elementary School Teachers*. by Richard L. Turner. 1964. (Mimeographed).

Turner, R.L. and Fattu, N.A. *Skill in Teaching*. *A Reappraisal of Concepts and Strategies in Teacher Effectiveness Research*. Bloomington: Indiana University, 1960.

Withall, J. "Development of a Technique for the Measurement of Socio-Emotional Climate in Classrooms." *Journal Exp. Education*. 1949, 17, pp. 347-361.

Wright, E. Muriel, "Development of an Instrument for Studying Verbal Behaviors in a Secondary School Mathematics Classroom." *Journal Exp. Educ.*, 1959, 28. pp. 103-121.

U.S. Office of Education. Cooperative Research Project No. 816. *Systematic Observation of Verbal Interaction as a Method of Comparing Mathematics Lessons*. by Muriel E. Wright and Virginia H. Proctor. St. Louis, Missouri: Washington University, 1961.

GPO 813-527-6

Appendix G

WORKSHOP DAILY LOG

FIRST DAY

General Session

Samuel Flam opened the Leader Training Conference at Madonna College, Livonia, Michigan. He welcomed the participants, introduced training staff members and guests, and identified the major objectives called for in the conference design. The remainder of the session was devoted to the preparation of "resumes" as a technique for helping participants share personal backgrounds.

Overview of Teaching Behavior Improvement Program

Lilburn Hoehn, Director of MOREL's Teacher Education Programs, gave an overview of the Laboratory's Teaching Behavior Improvement Program. He described the program as a sequence of activities; a process through which a teacher moves in order to effectively improve his behavior on a day to day basis.

Dr. Hoehn went on to tell the history of the development of MOREL's in-service program. The original design was field tested during the 1967-68 school year in Livonia, Pontiac, and Toledo. After these tests the program was revised and the new design was field tested in ten inner-city Detroit junior high schools in the summer of 1968. The program was further refined and final field tests are going on at the present time at Grandville Junior High, Grand Rapids, and Woodson Elementary in Inkster.

Dr. Hoehn explained the three stages of development in the MOREL planning for implementation of a teacher education program.

1. Teacher Training -- the work of the past sixteen months for developing an in-service education program that is a viable alternative to present efforts.

2. Leader Training -- the training of others to return to their schools and implement the in-service program.

3. Installation -- getting both of the above components installed in institutions responsible for the education of teachers.

Emphasizing that the MOREL staff has been dedicated to developing programs which have as their thrust the self-renewing concept, Dr. Hoehn defined a self-renewing program and cited eight underlying assumptions of the in-service program:

1. Teachers need and want to become more effective.

2. The majority of teachers can be trained to direct their own improvement efforts.

3. Self-directed changes are more likely to persist than imposed changes.

4. Direct attention to the teaching act itself will have greater impact than attention to other factors such as development of content or curriculum materials.

5. A program developed with practicing teachers will have more potential than a pre-designed program.

6. An effective program is applicable in a variety of teaching situations.

7. A change in the pre-service education of teachers is more likely if an alternative is shown to be effective in an in-service education program.

8. An in-service program must be replicable.

Seminar Group Assignments

Sam Flam assigned each of the Leader Training Conference participants to a seminar group. A training staff member was assigned to each group. The role of the seminar group in the conference was explored as a technique for sharing the participant's knowledge and experience as it related to the MOREL program. Groups convened in separate rooms to begin the examination of the MOREL strategy and organization for change.

Teacher Behavior and Student Learning

Delmo Della-Dora, Director of Planning & Development, discussed the ways in which the MOREL program differs from the usual in-service teacher education and teacher supervision approaches. He examined what research says about the effects of commonly used in-service approaches:

(1) Little research exists on the effectiveness of in-service training. We rarely question if courses, workshops, consultants, study committees, or supervision and evaluation result in improved teaching.

(2) Innovations in education have not made a significant difference for a period of more than six months or so in improving the learning of students, except in the case of a few isolated programs.

The conclusion was reached that we are not as rational as we might be. We are spending time, money, and effort on assumptions about in-service education that are untested and/or false.

Research on defining a "good" teacher reveals that there is no single set of qualities which describe the best kind of teacher. Good teaching depends upon patterns that exist and how teachers interact with specific students. A good teacher in one situation could be terrible in another.

A few examples of what research has to say about the relationship of teacher behavior to student learning were examined:

A. Rosenthal, in Pygamalion in the Classroom, reveals that one of the most potent variables in learning is what the teacher expects of his students.

B. Flanders' research indicates that specified kinds of teacher interaction with students produce predictable kinds of student behavior which have significant impact on learning.

C. Torrance has identified certain kinds of teaching behaviors that stimulated creativity and others that have hindered creativity.

D. Anderson, Brewer, and others discovered that neurotic teachers' behaviors showed up among their students, particularly in early elementary grades.

E. Hollingshead, in Elmtown's Youth, shows that teacher behavior is generally different with students of differing social class background and more recent studies indicate that teacher behavior relates to race of students--in ways which seriously affect learning.

F. Ojemann and others have demonstrated that specified teacher behaviors can lead to a significant increase in pupil self-understanding and understanding of the causes of human behavior generally.

In summary, Dr. Della-Dora stated that changes in teacher behavior can create improvement in academic learning, self-concept, creativity and other areas of learning. The MOREL in-service program is designed to help teachers direct their own improvement, by helping the teacher focus on his behavior as he interacts with students.

In order for these improvements to take place:

1. The teacher must want to examine his own behaviors and their impact on student learning.

2. He must have the opportunity to carry out self-examination and obtain knowledge of techniques for doing so.

3. He will have to identify and/or clarify and specify what he wants to accomplish (goals) with students.

4. He needs time and knowledge of skills necessary for self-evaluation based on self-examination and identification of goals.

5. He needs time and assistance in developing new behaviors which will lead to improved attainment of goals and, from time to time, in developing new goals.

Seminar Group Session

Each seminar group met in a separate conference room and discussed the opening presentations on the "In-service Program" and "Teacher Behavior and Student Learning." Questions were raised by the participants about the conference and about the MOREL in-service program. The participants then discussed how the MOREL program might be used in their district and schools.

Participants shared information with each other about their experiences, backgrounds, and job descriptions. They expressed the feeling that the MOREL program could be instrumental in bringing about change in teaching behavior. Some concern was expressed about the problems of implementing the program.

Seminar Group Session

Following lunch conferees viewed a video-taped classroom session. Participants then shared observations on the teacher's behavior. The group leader asked the participants to analyze the teacher's behavior for the purpose of identifying:

a) behaviors which should be changed

b) methods they would use for objective analysis of teaching behavior

c) a process for helping teachers improve behavior

The analysis techniques used by participants were examined for objectivity and completeness. Improvement strategies suggested by participants were examined for potential effectiveness. The group leaders continued this discussion with a detailed examination of MOREL Strategy for Analysis and Improvement of Teaching Behavior. The seminar group was asked to model the MOREL program by suggesting a strategy for analysis and improvement for teaching viewed on video tape. Various means for gathering data about the classroom were identified: tape recording, video tapes, trained observer, IA coding, student feedback, etc. The types of information that could be gathered using each of the listed feedback devices were identified. Participants then focused on techniques for practicing behavior change.

Seminar Group Session

This session was begun by discussing the role of the In-service Education Leader and the functions he performs. Participants were asked to read and analyze the MOREL publication, "In-service Education Leader--Analyst/Counselor

+ Teacher + Mediator of Research + Program Administrator." The tasks required to implement the Teaching Behavior Improvement Program were examined and discussed. It was emphasized that the tasks are not actually separate and an implementation of the in-service leader roles finds the functions overlapping.

The group discussed the Field Action Unit concept as an organizational pattern for implementing the in-service analysis and improvement model. Questions were raised about the openness of teachers which is required to implement the FAU concept. The group discussed the advisability of beginning the FAU with a small group of teachers (4-6) who are secure enough to examine their behavior. As more closed teachers see the FAU as a relatively safe encounter they would be willing to join. Although some group members saw their administrative role as being an additional block to gaining support for the FAU process, it was generally agreed that this problem could be overcome. Participants identified their concerns about skills which should be emphasized in the conference.

SECOND DAY

General Session

The session was called to order following an opportunity for the participants to socialize over coffee. An overview of the day's activities was given. The speaker for the first session was introduced.

MOREL Programs and the Development Process

Stuart Rankin, Executive Director of MOREL, talked to the conferees about the development process and the teacher training program developed by MOREL. He examined the 1965 Elementary and Secondary Education Act, and each of its titles, calling the 20 regional laboratories the genius of the Act.

Dr. Rankin explored the relationship of the development function to the functions of knowledge production found at research centers, and the diffusion process exemplified by the work of State Departments of Education. The educational development is that change function which produces tested alternatives in educational practice. As such, it is user-oriented rather than knowledge-oriented and requires the design-trial-evaluation-redesign cycle as an operational mode. The ultimate goal for the developer is to be able to say "Invest X dollars in Y program and you will have Z results."

He emphasized that the MOREL teacher training program is the opposite of "teacher proof." It places confidence in the ability of the teacher to improve his or her own teaching behavior. It is based on the establishment of teaching goals and interpretation as to how well these goals are being achieved. He pointed out that the MOREL program provides the basic philosophical conditions that must underly and change endeavor. They are conflict, support, alternatives, freedom, feedback and purpose. The MOREL teacher training program includes all of these conditions and gives emphasis to feedback.

Following Dr. Rankin's remarks, John Gardner's Self Renewal: The Individual and the Innovative Society was distributed to each of the participants. It was emphasized that Self Renewal is the philosophical base for MOREL's self renewing concept.

Introduction to Interaction Analysis

Participants were introduced to Interaction Analysis in a large group setting. The major ideas from Karl Openshaw's paper on coding systems were explored. According to Openshaw, coding as a shortcut method to observing teacher behavior, is a very effective tool. Three kinds of coding systems exist: cognitive, affective, and psychomotor. Flanders' coding system is in the affective domain.

The remainder of the session was devoted to laying the groundwork for coder training, increasing knowledge and understanding of categories, and giving some idea of the power of interaction analysis as an objective feedback technique.

After reading a paper on the Flanders' Interaction Analysis Coding System, the group was given a detailed explanation of the ten categories. Each of the categories were discussed. The group then focused their attention on the research findings related to direct vs. indirect teaching. It was emphasized through group discussion that IA coding is a method of obtaining a sample of the interaction so that hypotheses may be made on the classroom interaction being coded. This enables the teacher to examine the pattern of classroom interaction to determine needed change. An evaluation of the percent of interaction found in each category and the patterns of interaction must be related to the goals of the teacher.

The remainder of the session was spent in defining each category in Flanders' system of interaction analysis and role playing of the categories.

Seminar Group Session

Participants divided into the seminar groups organized the previous day. The seminar groups discussed Flanders' system of verbal interaction coding. They addressed themselves to the following questions:

1. How objective are the categories?

2. How is it possible to differentiate between the categories in a classroom?

3. Do the categories apply to all teachers in all settings?

4. If not, how can the categories be modified?

5. Does it help teachers become more aware of the relationship between teacher behavior and student behavior?

The remainder of the morning session was spent coding from training tapes produced by Ned Flanders. Discussion followed disagreements in coding.

Seminar Group Session

Group A

Micro-teaching as an improvement strategy in the MOREL program was introduced. The participants were provided with an overview of their activities for the remainder of the afternoon. Each participant selected a skill to practice in the micro-teach which was to follow. It was stressed that subject matter content was not important for the exercise; in a micro-teach, attention is focused on a specific skill.

The group went to Beaubien Junior High in Detroit where each participant taught a micro-teach cycle. Each trainee was critiqued by a MOREL staff member, and planned for improvement in the re-teach which followed. The participant taught his second lession to a different group of students.

Group B

Group members were provided with the materials necessary to construct a matrix: code sheets, raw data, working matrix and final matrix forms. The group was shown how to translate the raw data onto a matrix form. Two group members constructed a matrix from the data. The remaining members of the group interpreted the matrix, identifying patterns of behavior. The group as a whole discussed the matrix construction and the interpretations made from the matrix. It was pointed out that the group should refer to the matrix interpretation section in Role of the Teacher in the Classroom when interpreting matrices in the future.

Group C

Raw data collected from a classroom was provided to each member of the group. They were shown how to translate the raw data onto a matrix form. Participants then constructed a matrix from the given information. Results were explained and questions from the participants answered. Patterns of behavior identified in the matrix were discussed. The group working as a team made a complete interpretation of the matrix they had constructed. Matrices in the Role of the Teacher in the Classroom were examined and each group member took a turn at interpreting the matrix and analyzing the matrix in order to find patterns of behavior .

THIRD DAY

General Session

The session was begun with an introduction of visitors from the MOREL office. Robert Mager's book, Developing Attitudes Toward Learning, was recommended by a workshop participant as an excellent introduction to teaching for novices. A review of the MOREL strategy was conducted. The group was given an overview of the use of behavioral objectives within the strategy. It was emphasized that two areas of the strategy required the use of behavior objectives: 1) the teachers' statement of goals in behavioral terms, and 2) statement of teaching behavior in need of improvement. The leader of the first session was introduced.

Behavioral Objectives

The interns read the programmed book "Preparing Instructional Objectives" by Robert F. Mager. Therefore, the morning session was divided into two presentations: 1) a presentation in how to introduce behavioral objectives to teachers, 2) a presentation in construction of behavioral objectives using a sound filmstrip written by James Popham.

The first presentation was begun by stating a behavioral objective for the session: "Given a list of 15 questions in the writing of behavioral objectives, the learner will be able to answer no less than 13 of the questions correctly at the conclusion of this presentation."

Transparencies were used in the presentation to demonstrate the major points when introducing behavioral objectives to teachers. Each conference participant was provided with xerox copies of the transparencies. The presentation included the following points:

1. advantage of behavioral objectives
2. word interpretations
3. definition of important terms
4. construction of behavioral objectives
5. terminal behavior example
6. conditions for behavioral objectives
7. important aspects of behavioral objectives
8. criterion test
9. analysis of behavioral objectives in terms of terminal behavior, conditions, and criterion test
10. informal discussion followed each transparency.

The second presentation involved viewing one of the sound filmstrips written by James Popham. The filmstrip used was entitled "Educational Objectives." The filmstrip reviewed and expanded upon Robert F. Mager's programmed book Preparing Instructional Objectives. The participants were excited by the systemized, programmed style of presentation contained in the filmstrip. Many participants expressed the desire to purchase the complete set from Vimcet Associates.

These important points were brought out during the discussion by the conference participants:

1. There are three kinds of behavioral objectives: cognitive, affective, and psychomotor.
2. Behavioral objectives can be effectively used in unit planning and lesson planning.
3. Clearly defined behavioral objectives elicit more explicit teacher activities.
4. Behavioral objectives are the sub-goals of goal setting.

Seminar Group Sessions

Seminar groups convened following the large group session on behavioral objectives. Concerns about the use of behavioral objectives within the MOREL strategy were discussed. Seminar groups concluded the morning with IA coding from audio training tapes. Group leaders assisted participants in analyzing personal coding problems.

Seminar Group Sessions

Group A & C: Student Feedback

A presentation was made to the combined groups on the use of student feedback. The rationale for the assumptions behind the use of student feedback was discussed. A transparency was used to provide participants with an understanding of where student feedback fits into the MOREL in-service strategy. The discussion continued with an examination of the criteria for the construction and use of student feedback. The group gave considerable attention to how the MOREL program uses student feedback. Each member of the group was presented with a package of materials containing Bryan's Student Reaction Forms. Interns explored the relationship between questions on the reaction form and categories in Leader's Coding System. They used a practice kit of 12 completed reaction forms and summary graph to learn the procedure for tabulation and graphing data in preparation for feedback to a teacher. Research findings on use of student feedback were shared with the participants:

A. "Class Reaction Forms to be Used with the MOREL Teaching Skills."
"Criteria for the Selection and Development of Written Student Feedback Instruments," MOREL.

B. Diagnosing Classroom Learning Environment, Fox, Luszke, Schmuck.

C. "Research Findings Related to Student Feedback," Dennis Bryan.

D. "Some Observations Concerning Written Student Reactions to High School Teachers," Roy Bryan.

Group B

Micro-teaching as an improvement strategy in the MOREL program was introduced. The participants were provided with an overview of their activities for the remainder of the afternoon. A list of Technical Skills of Teaching was discussed, and each participant chose one skill from the list to practice in the afternoon micro-teach. A behavioral objective for the technical skill was written by each group member. It was stressed that subject matter content was not important for the exercises; in a micro-teach, attention is focused on a specific skill.

The group went to Beaubien Junior High School in Detroit where each participant taught in a micro-teach. Each trainee was critiqued by a MOREL staff member; and planned for improvement in the re-teach which followed. The participant taught his second lesson to a different group of students.

FOURTH DAY

Seminar Groups

Each group viewed a video tape and coded the classroom interaction. This exercise was designed to prepare the trainee for coding in a live classroom. Coding disagreements were discussed. The video taped classroom interaction was discussed for patterns of behavior which could be observed without the aid of a coding device.

Technical Skills of Teaching

The presentation was begun with the group viewing a video tape depicting Dwight Allen's (18) Technical Skills of Teaching. The interns were asked to identify as many of the teaching skills as they could find in the video tape. All 18 Technical Skills of Teaching were represented at least once in the video tape.

The session continued with the formation of six groups of three interns. Each group role-played the application of technical skills. The three defined roles of the simulation were: 1) the teacher on the video tape, 2) the leader critiqueing the teacher, 3) the observer critiqueing the interaction.

A discussion following the role-playing exercise concentrated on the use of the technical skills of teaching and method and style of the critique. Two exceedingly important points established for using technical skills within the analysis and improvement strategy were: 1) the importance of establishing a positive set of openness, and 2) the emphasis on no more than one or two skills at one time.

The materials were distributed and briefly discussed within the large group sessions:

1. Possible Student Behaviors (Eleven Skills)
2. Class Reaction Forms to be used with the MOREL Teaching Skills
3. Questioning Skills Package

Seminar Group Sessions

Group A

The analysis and improvement strategy was reviewed with an emphasis on the role of technical skills of teaching. Teaching skills were viewed as the "meat on the bones of the in-service strategy." Techniques for using technical skills were identified. Attention was given to using data on student behavior as a means of identifying teaching skills which could be improved. The use of teaching skills packages as a "shopping list" for helping teachers determine the improvement he wants to make was explained. Participants felt that the "shopping list" represented an alternative approach to getting started on the improvement strategy.

Group B

This session gave the members of the group an opportunity to discuss problems and issues related to the program. The discussion focused on the following topics:

1. The technical skills of teaching simulation which they experienced.

2. The critique process used in the MOREL strategy.

3. The where and how of implementing the program.

4. Appropriate personnel selection for participation in leader training.

Group C

The analysis and improvement strategy was reviewed with an emphasis on the role of technical skills of teaching. Teaching skills were viewed as the "meat on the bones of the in-service strategy." Techniques for using technical skills were identified. Attention was given to using data on student behavior as a means of identifying teaching skills which would be improved. The use of teaching skills packages as a "shopping list" for helping teachers determine the improvement they want to make was explained. Participants felt that the "shopping list" represented an alternative approach to getting started on the improvement strategy.

Seminar Group Sessions

Group A

Reasons for converting broad goals to behavioral objectives were discussed. Greater clarification of activities for both student and teacher was identified as one important result of using behavioral objectives. Some interns showed considerable interest in how to write behavioral objectives in affective domain. Examples of behavioral objectives for affective domain were examined.

Raw data collected from a classroom were presented to each member of the group. They were shown how to translate the raw data into a matrix form. Participants then constructed a matrix from the given information. Results were explained and questions from the participants answered. Patterns of behavior identified in the matrix were discussed. The group working as a team made a complete interpretation of the matrix they had constructed. Matrices in The Role of the Teacher in the Classroom were examined and each group member took a turn at interpreting the matrix and analyzing the matrix in order to find patterns of behavior.

Group B

Because group members expressed a need to strengthen their ability to interpret an interaction analysis matrix, the matrix interpretation transparencies from Flanders' Role of the Teacher in the Classroom were used. Matrix interpretation exercises 1 and 6 were distributed for evening practice. Matrix interpretation continued with an examination of the questions on pages 65-71 in Flanders' book.

A presentation was made to the combined groups on the use of student feedback. The rationale for and assumptions behind the use of student feedback were discussed. A transparency was used to provide participants with an understanding of where student feedback fits into the MOREL in-service strategy. The discussion continued with an examination of the criteria for the construction and use of student feedback. The group gave considerable attention to how the MOREL program uses student feedback. Each member of the group was presented with a package of materials containing Bryan's Student Reaction Forms. Interns explored the relationship between questions on the reaction forms and categories in Leader's Coding System. They used a practice kit of 12 completed reaction forms and a summary graph to learn the procedure for tabulation and graphing data in preparation for feedback to a teacher. Research findings on use of student feedback were shared with the participants:

A. "Class Reaction Forms to be Used with the MOREL Teaching Skills."
"Criteria for the Selection and Development of Written Student Feedback Instruments," MOREL.

B. Diagnosing Classroom Learning Environments Fox, Luszki, Schmuck.

C. "Research Findings Related to Student Feedback," Dennis Bryan

D. "Some Observations Concerning Written Student Reactions to High School Teachers," Roy Bryan.

Group C

Micro-teaching as an improvement strategy in the MOREL program was introduced. The participants were provided with an overview of their activities for the remainder of the afternoon. A list of Technical Skills of Teaching was discussed, and each participant chose one skill from the list to practice in the afternoon micro-teach. A behavioral objective for the technical skill was written by each group member. It was stressed that subject matter content was not important for the exercises; in a micro-teach, attention is focused on a specific skill.

The group went to Beaubien Junior High in Detroit where each participant taught in a micro-teach. Each trainee was critiqued by a MOREL staff member, and planned for improvement in the re-teach which followed. The participant taught his second lesson to a different group of students.

FIFTH DAY

Data Gathering in Schools

Conference participants, generally divided along seminar group lines, reported to the three schools used for data gathering: Beaubien Junior High, Detroit; Nankin Mills Junior High, Nankin Mills; Whittier Junior High, Livonia. Each participant had an opportunity to code in a classroom, audio tape a classroom, talk to the teacher, observe the class in session, and gather student feedback.

The basic strategy (with minor deviations) used for the collection of data was: Interns were paired in teams. Four to six interns to a school. Two teachers were paired with each team of interns. One intern functioned as a coder; the other intern functioned as an in-service leader. The interns changed teachers for the second observation. They also changed roles--the coder became the in-service leader; the in-service leader became the coder. The leader did the naturalistic observation, gathered student feedback and talked to the teacher.

Preparation of Diagnostic Profiles

Following lunch, conference participants returned to Madonna College and worked in their groups. Each seminar group became involved in the same process.

The participant who performed the function of coder gave the codes to his team member. The in-service leader plotted the raw data on a matrix. All computations were made in preparation for interpretation. Matrices were checked for accuracy.

Data gathered using student feedback instruments were tabulated and plotted. Participants cross-checked each other. Discussion focused on coding in a live-classroom, matrix interpretation, and techniques for gathering student feedback.

Each participant prepared a diagnostic profile on the teacher he observed as in-service leader. The information included an interpretation of the matrix, an interpretation of the student feedback, observations made in the classroom, and information gained in talking to the teacher at the school. Participants, working together, role-played their feedback techniques. Discussion continued with an exploration of methods for presenting feedback to teachers.

SIXTH DAY

Feedback to Teachers at Schools

The conference participants went to the schools and met with the teacher for whom he prepared a diagnostic profile. The classroom teacher was freed from classroom responsibilities by a substitute where necessary. The feedback session was held with only the teacher and leader present. Each session was taped.

The in-service leader helped the teacher to an understanding of the data collected. The teacher was shown how to read the matrix. Each of Flanders' codes was discussed and interpreted for the teacher. A graph of the student feedback was analyzed with the teacher. The teacher was encouraged to interpret the data. He then selected some aspect of his teaching behavior which could be practiced in a micro-teach.

In some cases, when the teacher did not understand the micro-teach process, the leader discussed the method, format, and purpose of a micro-teach. In a few circumstances, follow-up on preparing for the micro-teach was done in the evening by phone.

Critiques of Feedback Sessions

Following the feedback session with the teacher, the intern met individually with a MOREL staff member. Some critiques were made at the school site, with the majority of the critiques conducted at Madonna College.

The participant and staff member discussed the experience of feeding back a diagnostic profile. The tape of the feedback session was listened to. Attention was focused on the data presented to see if the participant had data collection, interpretation, preparation, and presentation skills sufficiently mastered from previous sessions. Attention was focused on how the participant as an in-service leader could most effectively work with a teacher. The in-service leader was helped to look into his behavior and analyze it. Those areas needing improvement were identified and plans were made for change.

SEVENTH DAY

Practice Coding

A short explanation of the coding accuracy check was given to the conference participants. They were informed that a more detailed explanation would follow on Friday using their own coding data. Participants understood that the activity was designed to build coding objectivity to the 70% level of agreement.

After this short explanation, interns were introduced to a simulation exercise which included a bell tone ringing each 12 seconds. The exercise was coded by the group. A brief discussion followed and a suggestion was made that interns compare coding data with other group members; and that these codes be compared to the script for the simulation exercise.

Seminar Group Sessions

Group A

Group A concentrated their efforts on the micro-teach to take place later in the day at Beaubien Junior High. The group discussed the teach-re-teach structure of the micro-teach. Considerable time was spent on the elements of the critique process. It was pointed out that the leader must be supportive while helping the teacher to examine personal teaching behavior in relation to the objectives of the micro-teach. The micro-teach process, as part of the analysis and improvement strategy, was explored.

Group B

Group B played Simulation Exercise I and compared coding data for discrepancies. The group discussed and agreed upon the specific code for each interaction.

During the remainder of the morning, the group shared classroom experiences, feedback sessions, and critiques. The group was surprised that the dissimilar means for collecting data resulted in almost identical information about the teacher. The Interaction Analysis data and student feedback data reinforced the interns' naturalistic observation of the teacher.

Some of the group members had never been in a predominately black school. Discussion centered on the experience of being in a predominately middle-class black school for the first time. This led to a discussion of the emotionalism involved in reaching a catharsis on racial discrimination in our society. The group agreed that successful efforts toward combating racism must be built on such a catharsis.

The group explored Interaction Analysis, time lines, and Interaction Analysis pattern forms. The time line and pattern forms were identified as quick methods for building and interpreting matrices. The session continued with an example of the subscription of Interaction Analysis. The two-digit coding systems were explained and discussed. The group was informed that the subscription of more than two categories at one time, because of its difficulty, was not advisable.

Other approaches to subscripting were discussed. It was observed that each technical skill could be subscripted by focusing on that particular skill within the micro-teach or the classroom.

Group C

The group practiced using the Flanders training tapes to further develop accuracy. During this session, the bell tone was added through the use of the continuous-play cartridge. The activity was designed to familiarize the participants with the tone of the bell added to the taped activity. Initially, the group experienced some confusion and inability to simultaneously code the activity and place slash marks in the data at the sound of the bell. Practice continued until each member felt comfortable in the process.

Seminar Group Sessions

Group A

With the help of the leader each member of the group practiced the operation of the video tape equipment. Practice in operating the VTR continued until each group member became reasonably comfortable that he could operate the equipment during the afternoon micro-teach.

The participants went to Beaubien Junior High School. At Beaubien each paricipant assumed the role of in-service leader. Some leaders assisted in setting up the equipment for the micro-teach clinic. Each leader had his own micro-teach room. Upon the arrival of the teachers from their regular teaching assignments, each leader met with the teacher with whom he had previously worked. The micro-teach process and its relationship to the analysis and improvement strategy was discussed. The goals and objectives for the afternoon's micro-teach were determined. In some cases, the leader assisted his teacher in the construction of a student feedback instrument. As the discussion continued the apprehension of the participating teachers seemed to diminish.

Students in groups of five and six participated in the micro-teach as the scaled down class. The leaders ran the VTR equipment during the micro-teach. After releasing the students, at the end of the micro-teach, the teacher and leader viewed the tape. Each leader assisted his teacher in planning for the re-teach. The re-teach was conducted with a different group of students. Following the re-teach the tape was critiqued. Each critique session was audio taped to form the basis for a discussion of the critique with the training leader. Plans were made with each teacher for the leader to return to the classroom on the following Monday to collect data on the level of success in applying the behavior practiced in the micro-teach.

Group B

Conference participants were given 59 summary statements of findings from research on improving teaching effectiveness. The statements were studied and discussed to provide participants with an understanding of the selection of techniques and procedures employed in the MOREL Teacher Behavior Improvement Program. The discussion continued with a focus on the mediator of research to educational problems.

The group was then presented with seven simulated situations as a technique to involve the group in the utilization of the research findings discussed earlier. Questions on each situation were written out by group members. The group then discussed each answer.

Group C

The afternoon session began with a continuation of the morning session. The data collected by coding a practice tape were used by participants to build a matrix which group members compared and discussed.

This activity was followed by the viewing of two filmstrips from the Vimcet series on behavioral objectives. The first one, "Selecting Appropriate Objectives," dealt with the desirability of selecting activities and objectives that relate to all cognitive levels rather than selecting only those that deal with memory.

The second filmstrip, "Criteria of Performance," gave suggestions for writing the level of expected performance into the objective. Both filmstrips were discussed in depth.

EIGHTH DAY

Coding Objectivity Test

The interns coded bell toned Simulation Exercises II and III as record for determining their coding objectivity.

The following procedure was followed: 1) familiarity with the adult voices and the audio-tape was necessary, therefore, the group listened to the exercises before coding, and 2) coding the Simulation Exercises with a bell tone. The conference participants drew slash marks through the code records at the sound of the bell.

After the coding objectivity test, the technique of making out bell signal triads was explained. The conferees proceeded to place the bell signal triads on the IA Coding Matrix Tally Form.

Seminar Group Sessions

Group A

The group began by discussing their micro-teach experiences. The value of micro-teaching as an improvement strategy in the MOREL program was further reinforced. The group wanted to look at a micro-teach tape and critique it together. One member used his tape, gave the group the teacher-stated goal; and explained the teaching strategy for the micro-teach session.

The group had difficulty in agreeing on what to look for in the tape and further discussion on how a critique is handled was necessary. The group members stated a need for more knowledge of the "technical skills of teaching"; the use of subject content in a micro-teach; and strategies needed by a teacher to reach her goal in a micro-teach.

Group B

The group discussed the Objectivity Test and its validity. They recognized the necessity for coding accuracy. It was agreed that a live coding situation would produce a greater degree of accuracy. The group further recognized that accuracy from a coding simulation exercise would insure higher accuracy in a live classroom situation. Consensus of the group about coding disagreements led to a review of the Interaction Analysis ground rules.

A discussion followed concerning the logistics and mechanics needed to implement the program. There was a strongly expressed concern for a MOREL Training Kit and more availability of technical aids that could be purchased by conference participants.

Group C

The group explored the possibility of using coding systems to examine specific types of behavior more closely. This discussion led to an examination of subscripting the Interaction Analysis codes. Several examples were given from the MOREL manual on subscripting.

Participants wanted to spend time discussing ways to design learning activities to help students reach the behavioral objectives set for them. A modified systems-analysis approach was outlined using a simple flow chart to show how the activities, criteria of performance, and behavioral objectives tie together.

Seminar Group Sessions

Group A

A group member had been involved in helping teachers develop behavioral objectives for several content areas in his school system. This member and the group leader discussed the value of working with behavioral objectives; how teachers began to see the teaching act more clearly; how teachers were able to be more selective in teaching materials; and how teachers could evaluate what students were learning when they wrote behavioral objectives.

The remainder of the afternoon was spent on planning for the mini-conference. Materials were selected, further discussions and clarification of the analysis and improvement strategies were carried on, methods of presentation were shared, and group members selected partners to work with.

The leader critiqued two micro-teach feedbacks with two interns for the conference.

Group B

After lunch the groups spent a considerable length of time preparing for the micro-teach of their teachers. The group constructed their own student feedback instruments and duplicated them for use by teachers. Behavioral objectives were written for their critiqueing of the micro-teach. The approach was strictly clinical in that each conferee worked on any area related to the afternoon micro-teach, with the leader's help.

Each intern participated in a hands-on practice with the video tape equipment. Various operational difficulties were explained and worked through by the conferees. Questions regarding models of equipment and the cost figure were answered during the hands-on practice.

Group C

Conference participants were given 59 summary statements of findings from research on improving teaching effectiveness. The statements were studied and discussed to provide participants with an understanding of the selection of techniques and procedures employed in the MOREL Teacher Behavior Improvement Program. The discussion continued with a focus on the mediation of research to educational problems.

The group was then presented with seven simulated situations as a technique to involve the group in the utilization of the research findings discussed earlier. Questions on each simulation were written out by each group member. The group then discussed each answer.

NINTH DAY

Test of Coding Objectivity

The triads formed from the previous day of coding using the bell tone were returned to the respective participants. The participants worked in groups of three. They found agreements of total comparisons for the possible pairings within the group and calculated percents of agreements a, b, and c as defined in Monograph 1. They estimated accuracy by the square root method for the two-coder case, and calculated some estimates using the equations for the three-coder case. There was little total group instruction. There was a great deal of interaction between MOREL staff members and the members of the groups.

Conditions:

Participants were placed in groups that cut across their training group lines. Scores would be expected to be higher if the comparisons were made between people who had trained together and had experience in cross-checking their coding with each other. Participants were learning how to use the formula for figuring objectivity in the same session that they were being checked.

Results:

Each participant coded with an accuracy of better than 70%.

Seminar Group Sessions

Group A

The group explored the possibility of using coding systems to examine specific types of behavior more closely. This discussion led to an examination of subscripting the Interaction Analysis codes. Several examples were given from the MOREL manual on subscripting. Visiting members from Group C involved themselves in giving assistance to some Group A members in furthering their knowledge of subscripting.

Group B

The group was concerned about their proficiency in critiqueing a micro-teach. Consequently, two audio tapes were played and reacted to by the participants. After the group discussed the critique, it was concluded that their expertise was obviously higher than they had believed. The group recognized how essential peer feedback and peer support are to the implementation of the analysis and improvement strategy.

Group C

Group members concentrated their efforts on the micro-teach to take place later in the day at Beaubien Junior High. The group discussed the teach-re-teach structure of the micro-teach. Considerable time was spent on the elements of the critique process. It was pointed out that the leader must be supportive while helping the teacher to examine personal teaching behavior in relation to the objectives of the micro-teach. The group discussed the micro-teach process as part of the analysis,and improvement strategy was explored.

Seminar Group Sessions

Group A

Conference participants were given 59 summary statements of findings from research on improving teaching effectiveness. The statements were studied and discussed to provide participants with an understanding of the selection of techniques and procedures employed in the MOREL Teacher Behavior Improvement Program.

The group was then presented with seven simulated situations as a technique to involve the group in the utilization of the research findings discussed earlier. Questions on each simulation were written out by each group member. The group discussed each answer.

Group B

The group discussed goal-setting and goal-setting techniques in relation to the in-service strategy. The group concluded that properly defined goals were the "fine threads" which weave through the Teaching Behavior Improvement Program.

The Wisconsin Guide to Curriculum Building, Junior High Level, was examined by the group. Examples of well-defined achievable goals were selected from the Wisconsin Guide and reacted to.

The goal-setting discussion evolved into another discussion of sub-goals and further work with behavioral objectives. Group B was combined with some members from Group C to view a second programmed sound filmstrip, written by James Popham, entitled "Selecting Appropriate Objectives." At the conclusion of the filmstrip, questions from the group were sought concerning the construction of the three types of behavioral objectives: cognitive, affective, and psychomotor. The questions that resulted in the most controversy were centered on the issues of whether an affective behavioral objective could be written without it being expressed as a broad goal.

The groups agreed that affective behavioral objectives can be effective especially when supported with cognitive and psychomotor behavioral objectives.

Group C

The participants went to Beaubien Junior High School. At Beaubien each participant assumed the role of in-service leader. Some leaders assisted in setting up the equipment for the micro-teach clinic. Each leader had his own micro-teach room. Upon the arrival of the teachers from their regular teaching assignments, each leader met with the teacher with whom he had previously worked. The micro-teach process and its relationship to the analysis and improvement strategy was discussed. In some cases, the leader assisted his teacher in the construction of a student feedback instrument. As the discussions continued, the apprehension of the participating teacher seemed to diminish. The particular goals and objectives for the afternoon's micro-teach were determined.

Students in groups of five and six participated in the micro-teach as the scaled down class. The leaders ran the VTR equipment during the micro-teach. After releasing the students, at the end of the micro-teach, the teacher and leader viewed the tape. Each leader assisted his teacher in planning for the re-teach. The re-teach was conducted with a different group of students. Following the re-teach the tape was critiqued. Plans were made with each teacher for the leader to return to the classroom on the following Monday to collect data on the level of success in applying the behavior practiced in the micro-teach.

Following the conclusion of each micro-teach, the intern and a MOREL leader met to critique the intern's behavior during the micro-teach. The audio tape made during the micro-teach critique was listened to and segments of the teacher's micro-teach viewed. Attention was focused on the intern's skills in helping the teacher examine his own behavior during the micro-teach. Where necessary, the intern was assisted in establishing possible alternative critique behaviors for a micro-teach.

Administrators' Luncheon Meeting*

Superintendents and administrators from the districts represented by participants in the Leader Training Conference convened at the Dearborn Inn for a discussion centered on the support required for the implementation of the Teaching Behavior Improvement Program. The initial presentation examined the history of MOREL and development cycle which produced the program. The second presentation explored in detail the program and the analysis and improvement process which enables teachers to successfully modify their classroom behavior.

Each administrator received a copy of the Leader Conference Daily Schedule. The schedule was used as a base for discussing the conference design. Activities conducted to implement the conference design were shared with the group. The techniques and skills acquired by conference participants were identified.

The administrative support necessary for a successful implementation of the program was identified as psychological, personal, and physical.

1. Psychological support is needed by both the leader and the participating teacher. The administrator should discuss the program with enthusiasm. He should use the positive approach in organizing participants. The administrator's role as change agent may be used to help the program in the "getting started" phase.

2. Personal requirements and costs for support to the Teaching Behavior Improvement Program, were grouped into three categories:
    a. Leaders' time. One half yearly salary.
    b. Participating teachers' time. Four hours per week per teacher.
    c. Students for micro-teaching.

3. The optimum physical requirements for support of an operating program were identified as:
    a. Video tape equipment. Cost range $1700 - $3200.
    b. Audio tape equipment. Cost - $120.
    c. Video tapes. Cost range $90 - $600.
    d. Audio tapes. Cost $75.
    e. Books. Cost $16 per teacher.
    f. Materials - paper reproduction, etc. Cost $10 per participant.
    g. Meeting rooms for the FAU and office space for the leader.
    h. Other items normally found in the school which could be used, but not exclusively in the program included: movie projector, overhead projector, storage and file cabinets.

Following the formal session the participants moved to the adjacent dining room for lunch. Discussion continued on an informal, small group basis throughout lunch. The meeting was adjourned.

---

*Held on Saturday at the end of the second week of the workshop.

TENTH DAY

Evaluating Change

Each conference participant returned to the classroom of the teacher on whom he had gathered data the previous week. The purpose of this visit was to gather data to evaluate change in teaching behavior that had taken place as a result of participating in the MOREL strategy.

In general, the format for data collection used during the previous week was repeated. Interns were paired in teams. The in-service leader did the naturalistic observation, while his team member coded the lesson.

Preparation of Data

Following the collection of data the intern remained at the school and processed the raw data into a useable form. The codes were plotted on a matrix and all computations were made in preparation for interpretation. Special attention was given to data which demonstrated change in the behavior which the teacher had practiced in the micro-teach.

Several interns, interested in their effectiveness as an in-service leader and the effectiveness of the MOREL in-service program, designed a feedback instrument to be filled out by the participating teacher. Although each feedback instrument was different, the questions generally focused on the following topics:

1. Teacher's understanding of the MOREL Teaching Behavior Improvement Program.
2. Evaluation of the program as an effective in-service technique.
3. Desire by the teacher to continue involvement in the MOREL program.
4. MOREL intern's ability to be non-threatening to the teacher.
5. Apparent ability of the intern to implement the MOREL program.

Feedback to Teacher

Each conference participant met with the teacher for whom he prepared feedback data. In most cases the meeting was held after the teachers' regular school day. The session was privately held with only the teacher and leader present. Each session was taped.

GPO 813-527-3

The in-service leader assisted the teacher in evaluating the data. Change in behavior was identified and discussed. The intern helped the teacher to examine his behavior in relation to the goals of the classroom session. The in-service strategy and activities in which the teacher had been involved were discussed. Where appropriate, the intern asked the teacher to complete the feedback instrument. The teacher was thanked for his participation and arrangements were made for remuneration of the teacher's personal time spent in the program.

Critique of Feedback Sessions

Following a workshop dinner at the Hillside Inn, two groups returned to Madonna College for a critique of the feedback to teachers. Seminar Group A was able to complete its critique prior to dinner.

The critique was performed by the seminar group with the leader assisting. Groups discussed the effectiveness of the analysis and improvement strategy. Several tapes of feedback sessions were listened to. The intern performing the role of in-service leader, provided the background required for an understanding of the proceedings. Feedback sessions were critiqued by focusing on the interpretation, preparation, and presentation of skills of the intern.

ELEVENTH DAY

Using Simulation and Gaming for Entry

The trainees were challenged to look toward simulation and games as a means of communicating; lessening the threat of change; and achieving maximum involvement in the Program. The first example was a block game in which two trainees were seated back to back. There was a table in front of each. On each table, there were three 2x4's. Two of the boards were painted green and the other was painted red.

The purpose of the game was to use the blocks to create a design on one table. The first trainee challenges the second trainee to place his blocks in the same configuration by using his questioning skill to obtain feedback. The trainee who was questioned could only answer yes and no.

The second example was a form of role-playing in which the teacher used visual cues to alter his behavior. The trainee playing the role of the teacher selected four or five trainees. Each trainee was given three colored cards. During this lesson a card was shown at all times so that the teacher knew how well he was communicating. A green card means that the trainee was receiving the teacher's message. A yellow card meant that the trainee was not receiving the message too clearly, and a red card meant he was not receiving a message--only words. It was the teacher's job to use his teaching behavior to keep the red and yellow cards down.

The final example involved a modification of the in-basket technique. Directions for this game were on tape. After the directions were given, each participant took an envelope from the in-basket and responded to it. These responses generated interaction,and interesting points of view were expressed. It was stressed that this interaction should be taped and critiqued in terms of desired goals.

Entry to Field Action Units

A participant from the first MOREL Leadership Training Workshop spoke to the interns about the re-entry process. He described the procedure which he followed in obtaining volunteers for a Field Action Unit in his school. Upon returning from the first workshop he informed his faculty of the techniques and curriculum of the in-service program. This activity was followed with periodic messages containing quotes from Gardner, Flanders, etc. As interest began to grow he increased the specificity of the messages by describing technical skills and he used some of the vernacular in the in-service program (i.e., micro-teaching, matrix, behavioral objectives). Research on teaching behavior was presented in additional communications. When he felt the faculty sufficiently challenged and interested, he called a faculty meeting for those interested in hearing more about the in-service program. At the faculty meeting, he was able to generate ample enthusiasm from the teachers present to organize an FAU for his building.

Problems related to leading an FAU were discussed with the leader. It was stressed that each participant in the workshop would establish his own individual style of re-entry and implementation of the in-service program. The procedure for getting started with an in-service program would depend upon the nature of the faculty, school, district, and the relationship of the participant to these factors.

Mini-Conference

Participants organized into groups of two and three and began making plans for presenting the MOREL Teaching Behavior Improvement Program to an audience of six to twelve student teachers. The student teachers attended Madonna College. Each conference group had the responsibility to prepare the format and material for the presentation of the MOREL program and its components. A great variety of presentation formats were used by the interns. The activity provided the interns with an opportunity to synthesize their experiences, and gain confidence in their ability to clearly explain the MOREL program. The interns were provided with an opportunity to handle questions from conferees.

The mini-conference experiences also assisted the interns in evaluating approaches and materials which could be used to facilitate the acceptance of the in-service program by administrators and teachers.

TWELFTH DAY

Post Conference Evaluation

Following lunch, each participant was given a packet of conference evaluation instruments. Each packet contained the following instruments:

1) Post Conference Checklist.

2) Rating of the MOREL techniques for assisting teacher behavior change.

3) Evaluation of the suitability and completion of the conference objectives.

4) Post Conference Evaluation Questionnaire.

Adequate time was given to complete the instruments. Each participant was asked to turn in the Daily Log which had been kept throughout the conference.

The Conference was adjourned.

GPO 813-527-2